vakaviti

Fijian

Language Guide

July 2015
Fijian 1.2
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Fijian
Recommended Grammar Sequence

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MAJOR LANGUAGE LEARNING ACTIVITIES

GUIDING PRINCIPLES

As a missionary you have the responsibility to seek the gift of tongues to fulfill your purpose in the mission language. Your teachers will guide you, but you will be most successful as you take personal responsibility for your language learning. Chapter 7 of *Preach My Gospel* and the following components of the MTC language program will help you understand how to learn your mission language.

SPEAK YOUR LANGUAGE

Language immersion plays a foundational role in the MTC language program. One of the ways you can seek the gift of tongues is to speak the language as much as possible. As a rule, teachers always speak the mission language, using English to facilitate selected activities.

PROGRESSING INVESTIGATORS

Beginning early in your MTC experience you will have daily teaching appointments with people who will take the role of progressing investigators. As you teach your progressing investigators, you will become aware of your own language needs and be motivated to learn in order to help them progress. Your experience teaching will be the driving force behind many of your decisions regarding language learning. Your teachers also use the information they gain as investigators to direct Group Instruction and Coaching Missionary Study.

GIFT OF TONGUES

You are an authorized servant of the Lord, called of God to act on His behalf. He will help you as you exercise faith and work as hard as you can. Strive to make learning the language a spiritual experience. Seek for the gift of tongues and other gifts of the Spirit (see *Preach My Gospel*, 91 and 133). Know that your teachers' instructional decisions always demonstrate their faith in your ability to fulfill your purpose in the mission language.

MISSIONARY-DIRECTED ACTIVITIES

TECHNOLOGY-ASSISTED LANGUAGE LEARNING (TALL)

TALL is the name given to MTC language-learning software and print materials. These materials are the primary resources you will use to learn vocabulary and phrases during language study. TALL software is the best resource for providing repetition and pronunciation practice. Each day (except Sundays) you will spend 60 minutes in a computer lab using TALL.

LANGUAGE STUDY

Each day you will have 60 scheduled minutes to study the language on your own. Apply the principles in Chapter 7 of *Preach My Gospel* as you create and apply your own language study plan. Use all available resources including your dictionary, *Vocabulary and Phrase Book* (VP Book), simple grammar text, *Preach My Gospel* and scriptures in your mission language, and TALL software. Also plan to spend a portion of your language study time reviewing the board display for the upcoming grammar instruction.

TEACHER-DIRECTED ACTIVITIES

GROUP INSTRUCTION

Grammar Instruction and Task Instruction are the two major types of group language instruction. Your teachers will generally follow the order outlined in this book. The purpose of these activites is to provide you with multiple opportunities for meaningful practice using essential vocabulary, phrases, and grammar patterns. Grammar activites in the *Language Guide* are not designed to give detailed explanations of grammar; if you need an in-depth description, use your grammar books or TALL.

COACHING STUDY

Your teachers will help you apply the principles in Chapter 7 of *Preach my Gospel* to improve your ability to become an effective language learner. Make inspired decisions as you become more aware of your needs, the needs of your investigators, the conversion process, and your own learning process. Set goals to improve each day.

BREAKING THE LANGUAGE PLATEAU

You may have asked yourself, "How much of my mission language do I need in order to fulfill my purpose? How should I start? What do I need to become proficient?"

Everything you do as a missionary, including at the MTC, should focus on your missionary purpose.
To do this as a language-learning missionary:

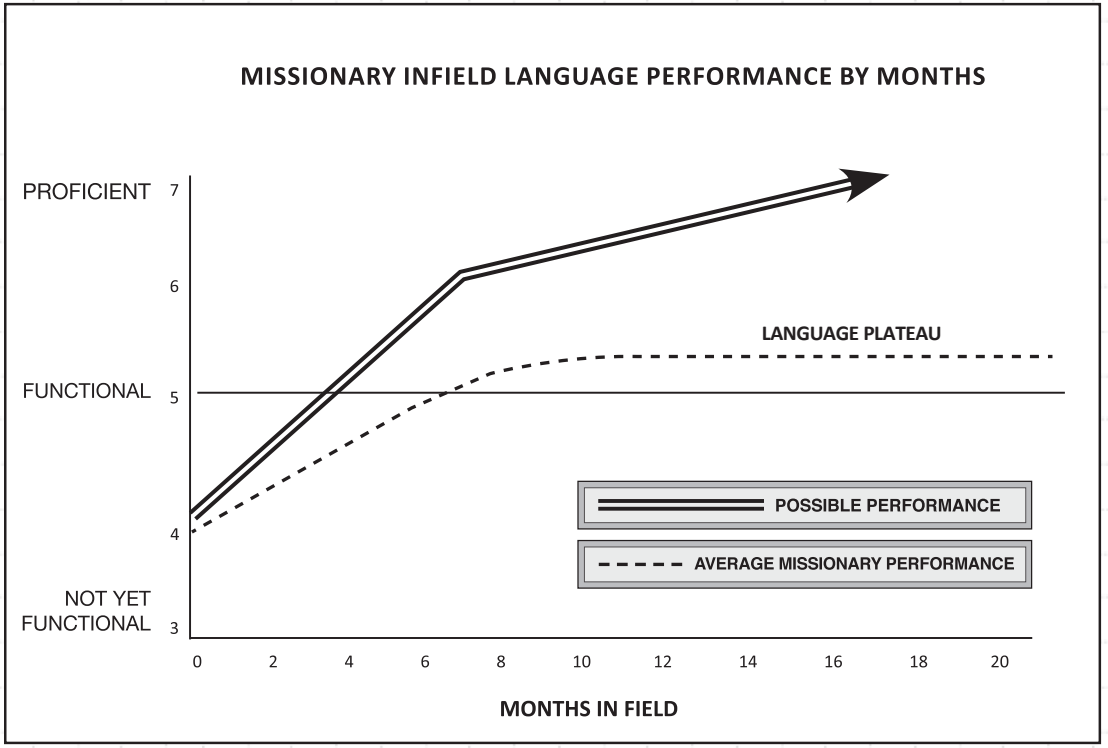
- Recognize that you have been called of God by a prophet to preach the gospel in a new language (D&C 90:11).
- Be motivated by love for the Lord and for the people you serve (D&C 46:9, 26; 1 Cor. 14:12).
- Live worthy of the Holy Ghost by obeying the commandments and missionary standards (D&C 46:9, 33).
- Pray continually for divine assistance to obtain the gift of tongues (D&C 46:28, 30-32).
- Study, practice, and use the mission language as much as possible each day (1 Cor. 12:31).

CHALLENGE YOURSELF

- What can you do to keep from plateauing?

- How can you continue to improve throughout your mission?

ALL YOU NEED TO LEARN your mission language and improve throughout your mission are the principles in *Preach My Gospel*, Chapter 7. This introduction will help you apply those principles while in the MTC.



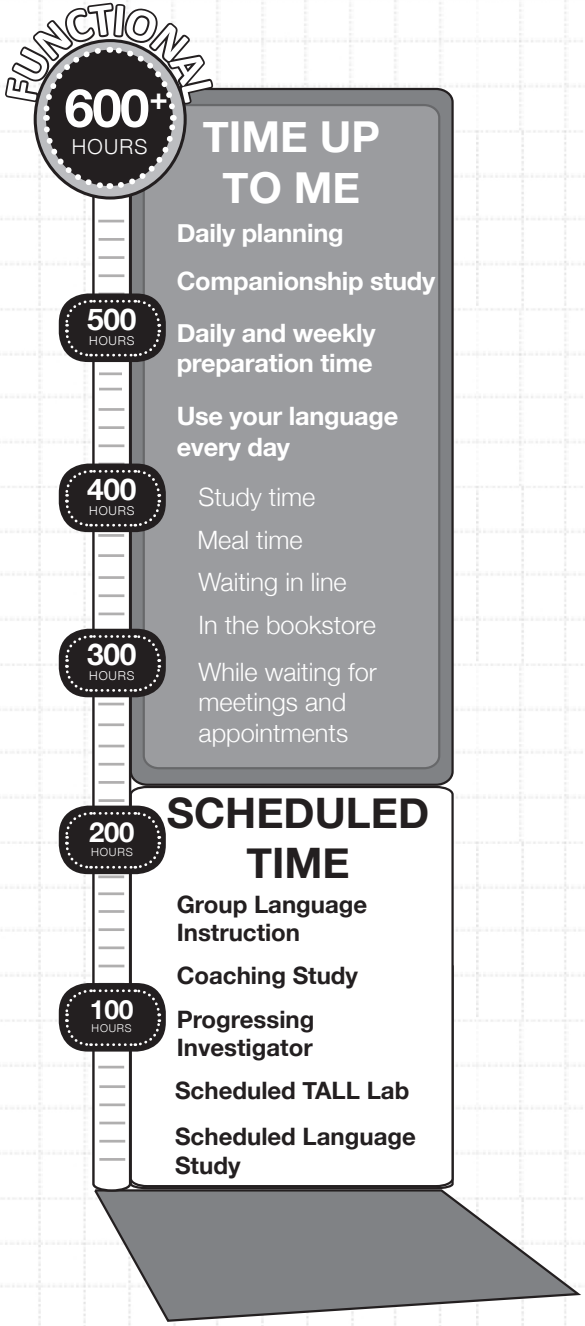
This graph shows missionary language growth over time. Many missionaries plateau, or stop improving, when they start feeling comfortable with the language. The graph also shows what is possible if missionaries apply Chapter 7 of *Preach My Gospel.*

What is functional?

Being functional in a language means that you are able to hold conversations and get by with your daily missionary life in your mission language. Elder Jeffrey R. Holland explained the value of studying beyond the functional level in the language. "Don't be satisfied with what we call a missionary vocabulary only. Stretch yourself in the language, and you will gain greater access to the hearts of the people" (*Missionary Satellite Broadcast*, Aug. 1998).

HOW FAR WILL YOU REACH AT THE MTC?

It takes time and hard work to preach fluently in a new language. Experience shows, depending on your native language and your mission language, that in most cases you need **600 –1000 hours** of instruction and practice just to function in the language. Here is a summary of the number of hours scheduled for language activities in the MTC.



Language learning is a challenging task that requires dedication and diligence (*Preach My Gospel*, 128). With time you may feel comfortable in the language, but "do not stop improving your language skills once people begin to understand you" (*Preach My Gospel*, 128).

Take responsibility for your language learning, and don't just rely on teachers or scheduled activities *(Preach My Gospel,* 128*)*. A missionary in the six-week language training program has over 600 waking hours in the MTC. Missionaries in nine-week training are given over 950 hours because the languages they are learning will take them more time to reach a comparable level of functionality.

DID YOU KNOW?

If you take advantage of all of the additional study time that is not listed in your schedule, then you will have more than 140 additional hours of SYL while you are in the MTC!

WHAT MORE CAN YOU DO?

We have provided a few examples of times where you could be speaking and practicing your language. Keep in mind that these are only suggestions. Don't limit yourself.

VISION, GOALS, PLANS, AND ACCOUNTABILITY

ESTABLISH A VISION

A vision is an idea of where you want to be down the road in the future. It is far beyond where you are now. It considers your resources (time, materials, and teachers). Here are some examples:

- Be able to "speak from the heart in [my] own terms... speak out of [my] own conviction" (*Preach My Gospel* , 175-176).
- Understand native speakers so that I can meet their needs.
- Be able to teach the doctrines "with clarity and power" (*Preach My Gospel,* p. 20).
- Be able to "expound the scriptures when [I] teach" (*Preach My Gospel,* p. 182).

SET INSPIRED GOALS

A vision is exciting and it makes you feel good, but it isn't actionable. This is why it is vital to set inspired goals. For a goal to be helpful you need to know how to measure your progress over time. You need to set long-term goals and short-term goals. Here are some examples of long-term goals:

- Know all the words and phrases for the first three lessons, as found in the TALL VP book.
- Memorize 1000 common words and phrases.
- Memorize 100 scriptures and parables.

Even though you can measure these long-term goals, they're too big to accomplish in one sitting. Well-defined short-term goals are about what you have to accomplish in the language right now. They are always about the people you are teaching. Here are some examples:

- Learn 12 words from Lesson 1 to teach Juan about the Book of Mormon.
- Memorize Mosiah 2:41 for the lesson with the Gomez family.
- Learn to say 15 new words/phrases during SYL that I can use to get to know Brother and Sister Gomez better.

CREATE AND EXECUTE PLANS

Specific plans to accomplish your goals include **what**, **how**, **when** and **where** you will accomplish them. You will make plans for what you will do during your formal language study time as well as what you will do throughout the day to improve your language. For example, if your goal is memorize Mosiah 2:41 for the lesson with the Gomez family, your plans might include:

- Read Mosiah 2:41 during personal study.
- Read it in the language during language study.
- Spend 15 minutes trying to memorize it. Make a flashcard.
- Carry the flashcard throughout the day. Review it while walking to meals.

ACCOUNT FOR YOUR EFFORTS

Accounting for your efforts is vital to your growth in the language. This includes reporting your efforts to your mission leaders and to the Lord through prayer. Some helpful questions may include: how did your language study enable you to help those you teach? What have you done to accomplish your learning goals? How is your study helping you?

LANGUAGE CORE

The Language Core establishes a language foundation and helps you push yourself. It helps you focus and pace your language study. The core includes the four essential components of a missionary's language. With hard work, missionaries can learn at least the basic core while in the MTC.

YOUR TEACHERS CAN HELP YOU IDENTIFY WORDS AND PHRASES TO INCLUDE IN YOUR CORE LANGUAGE.

ESSENTIAL COMPONENTS	BASIC CORE	EXTENDED CORE
Vocabulary	500 words	1000 words
Phrases	150 phrases	250 phrases
Grammar	All language guide topics	2nd text topics
Scriptures	15 scriptures	30 scriptures

LANGUAGE MATERIALS

Preach My Gospel says to select language tools, which include the following:

- The TALL VP book and your language guide to identify vocabulary, phrases, and grammar to study.
- The dictionary will also be essential. **Always** carry it with you.
- The scriptures constantly help you learn the language. Study the scriptures you'll share while teaching, as well as scriptural passages and chapters you can discuss with your investigator.
- The lessons in Chapter 3 of *Preach My Gospel* provide additional ways to say the things you need to teach your investigator.

MATERIALS AND TOOLS

These materials are what Step 2 of "Create a Language Study Plan" is referring to. Select which tools to use. (*Preach My Gospel*, 129).

REMEMBER:
1. Learn the things to teach your investigator, and
2. Learn what you need communicate throughout the day.

WHY LANGUAGE STUDY PLANS?

A language study plan allows you to reach your language goals. Review *Preach My Gospel*, 129–131 and then read the section below. If you have questions, ask your teacher to help you, or refer to the example plan on the following page.

STUDY PLAN

GOALS

PLANS

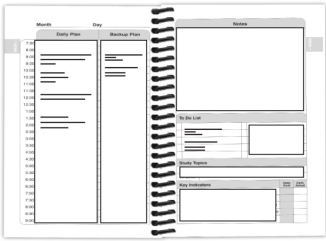
EFFECTIVE LANGUAGE STUDY PLANS INCLUDE TWO PARTS:

A WORKSHEET

- Goals stating **what** you will learn.
- Study plans and ideas for **how** you will study.

A CALENDAR OR PLANNER TO DECIDE:

- **When, where,** and **how much** language you will study each day, broken down by hours.



For the best strategies on learning your language, refer to *Preach My Gospel*, 128–131. Try each strategy from each bolded section for a few days before deciding which ones work best for you.

EXAMPLE PLAN # 1

My Language Study Plan

This week's goals: [what]

- Memorize & use all new grammar
- Learn 100 more words
- Learn 40 more phrases
- Memorize 5 scriptures
- SYL 12 hours each day
- Read a chapter/day in the Book of Mormon

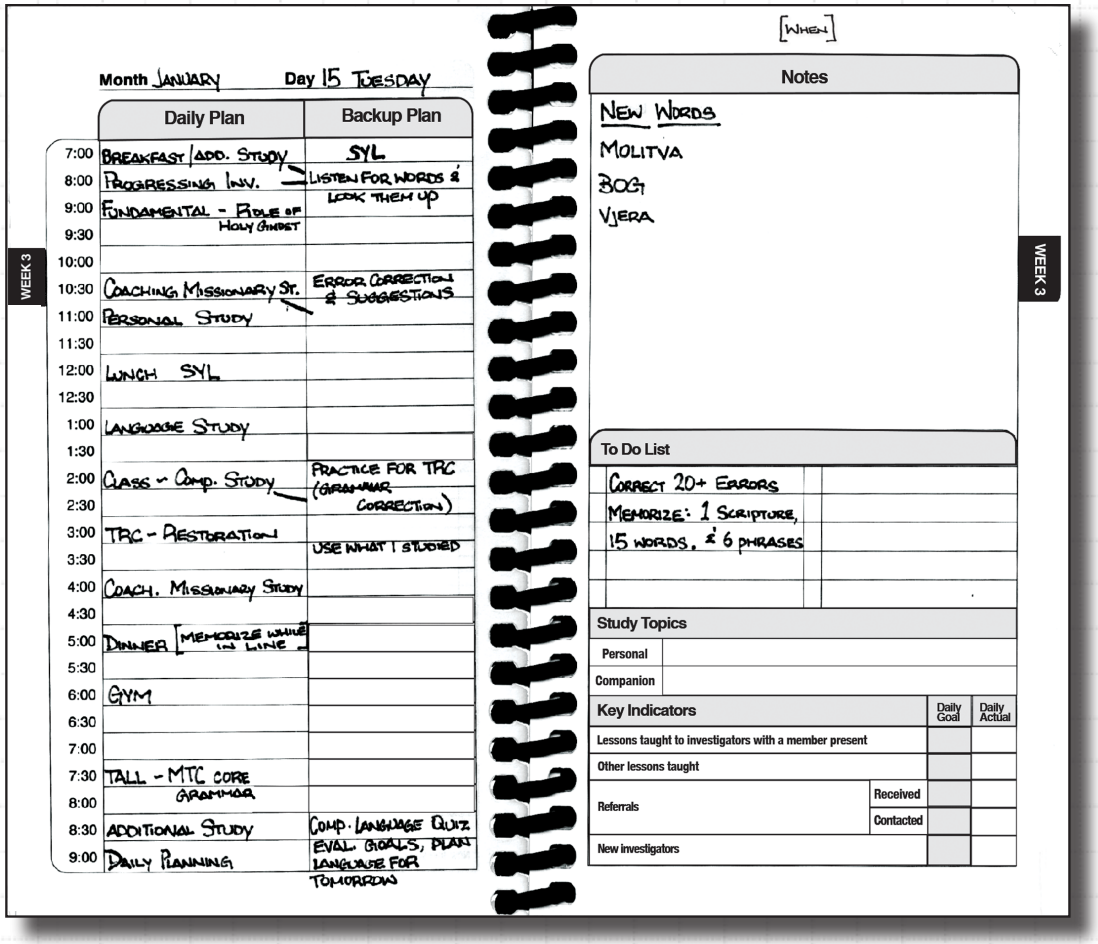
Study Plans: [how]

- Use every moment well.
- Use the study ideas from our teacher [how to memorize, how to pronounce]
- Ask teacher for things to improve [say differently] after each lesson
- Choose scriptures, words, & phrases from what our investigator needs
- Daily learn rate: 15 words, 6 phrases, 1 scripture. Read Book of Mormon & study grammar after that. SYL all the time.
- Memorizing scriptures: study them in English during personal study. Start learning them in the language during language study. Practice them walking to meals & when waiting.
- Words & phrases: start picking them during companion study. Finish choosing & figuring them out during language study & TALL. Review & get them down during meals & other slow times.
- Grammar: study it during language study & TALL. Have companion quiz me on it 3x this week.
- SYL: Try really hard to say things. Look things up & find out how to say them. Then say them. Fix alot of mistakes (60 for 20+/day). Try to SYL through every meal. Maybe all day Sunday too.

Investigator: [why]

- If I study hard & use the language all the time, I'll speak better when I teach.
- If I work hard & am worthy, I can pray for the gift of tongues & I will receive it. I must ask for it in prayer.
- Review plan, especially long term goals every day. Keep focused on preaching to the people with power!
- Study Preach My Gospel & scriptures about my purpose, culture, & the gift of tongues.
- Pray constantly about the people in my mission.

What do you see in these sample plans that you hadn't considered?



EXAMPLE PLAN # 2

	Sunday	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday
This week's language goals: No grammar mistakes (command form), memorize 20 words/day.							
Weekly Plans	Make Weekly language study plan	Teach John "The Restoration" My Plan: 1. Teach him how to pray. 2. Invite him to read the Book of Mormon and pray about it.	TRC teaching a volunteer My Plan: 1. Get to know volunteer. 2. Share a simple overview of The Restoration	Follow-up visit with Krista My Plan: 1. Follow-up on her commitment to read 3 Nephi 11 (if she didn't read, read with her.) 2. Find out what was meaningful to her as she read.	Follow-up visit with John My Plan: 1. Follow-up on his commitment to pray about Joseph Smith. 2. Bear my testimony of Joseph Smith and President Monson. 3. Invite him to be baptized again.	Teach Krista "The Plan of Salvation" My Plan: 1. Follow-up on her commitment to be baptized. 2. Use "How to Begin Teaching" to apply the lesson to her baptism. 3. Teach the lesson.	Teach John "The Plan of Salvation" My Plan: 1. Ask him a few simple questions about his beliefs 2. Teach "The Atonement" and share Alma 7: 11-13. 3. Invite him to come to church.

Monday:

a.) Teach John how to pray
- i) Study "The Restoration" pamphlet "How can I Know?" in the language.
  - (1.) Identify new vocab and memorize at least 10 new words. (5 minutes)
  - (2.) Practice teaching the "How do I Pray?" steps in my own words. (10 minutes)
- ii) Study command form for giving directions about how to pray.
  - (1.) Conjugate 5 verbs in the command form. (7 minutes)
  - (2.) Say all my commands in the mission language all day.
- iii) Practice with my companion, get feedback, and repractice. (8 minutes)

b.) Invite him to read the Book of Mormon and pray about it.
- i) Study the grammar materials to extend "Will you..." questions (5 minutes)
  - (1.) Conjugate 5 verbs in the future tense without errors. (5 minutes)
  - (2.) Practice my commitments with my companion before each lesson and have him correct my conjugation.
- ii) Study 10 new words and 3 phrases in TALL VP on extending invitations. (10 minutes)
- iii) Write down blessings that come from reading the Book of Mormon and translate them. Have my teacher check them during coaching. (10 minutes)

Long-term Goals:
- Finish all grammar lessons before leaving MTC
- 2,000 words, 500 phrases by 6 months
- Speak fluently by 12 months

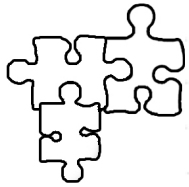
What else would you want to include in your language study plan?

ACTIVITY: LANGUAGE STUDY PLANS

- ☐ Look at the sample language study plans on pages 10 and 11.
- ☐ Evaluate the goals. Are the goals measurable? Do they reflect what the missionary will be learning?
- ☐ When will the missionary study each day? Where and how much will he or she study each day?
- ☐ Do the missionary's plans involve memorizing, applying grammar, and correcting errors?
- ☐ Using the sample language study plans as a guide, practice setting one goal that states that what you will learn. Make sure it is measurable and attainable.
- ☐ In your planner, write when, where, and how much you will study to accomplish your goal.
- ☐ Using the principles you have learned, create a complete language study plan. Ask your teacher or another missionary to give feedback and evaluate your language study plan.

STEP 1: KNOW THE MEANING

- Always find out the meaning of what you are learning. Learn the meaning of each word, and write it down if necessary.
- If you're learning grammar, find out what the grammar concept means. Be able to explain it. If you're learning words, don't ignore how prefixes and suffixes affect meaning.
- Practice repeating the meaning of each word out loud.



STEP 2: FOCUS ON THE FORM

- All language is made up of two things: the meaning and the words which carry that meaning.
- Form includes how it sounds, how it's pronounced, and how it's written (or for ASL, how it's gestured). Form also includes noticing patterns in grammar and word order in phrases.
- Find out how to say each word and practice until you can pronounce it correctly.

STEP 3: PRACTICE ALOUD

- We use our body to speak. Our vocal tract (lips, tongue, jaw, and throat) moves and our ears are activated. We also move our faces and gesture with our hands.
- We learn and remember language much better when we practice it physically, building muscle memory.
- Practice your words, phrases, or grammar out loud, repeatedly. Say it again and again until it becomes automatic and you can do it without notes.

STEP 4: APPLY IT

This step takes our focus back to where we started—on the meaning.

- Use what you're learning in real situations.
- If it's part of a lesson, practice teaching it to your companion.
- Think about the meaning of what you say, and express it with feeling. Do the same as you teach others and as you converse.

STEP 5: PLAN SPACED REVIEWS

Steps 1–4 place language firmly in your short-term memory. Unfortunately, that language won't stay there very long. Step 5 moves language to your long-term memory where it will remain for good.

- Early reviews may require you to use notes or materials to look up certain parts. Be sure that all early reviews are done aloud. Early reviews are complete when you can fluently produce the words, phrases, scriptures, or grammar without looking at notes.
- Later reviews can be less frequent. The more you know something, the less you will need notes, and the more you will be able to review language while doing other physical tasks (walking, standing, shaving, etc.).

FREQUENCY OF SPACED REVIEWS:

1 2 3 4 5 6 7

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

NEW VOCABULARY

PREPARING FOR THE FIELD——

You will experience a significant transition in your language learning as you leave the MTC. You will go from lots of individual language study to feeling like you have only one hour a day. Language study may get replaced with district meetings, Sunday meetings, weekly planning, preparation day activities, teaching appointments, or even interviews and zone conferences. Guard your language study to prevent this from happening. If you can't hold it in the morning, ask your companion or mission president when you can make it up. Pay attention to moments when study time is available—meal times and evening time, riding transportation, or waiting for meetings or interviews. Do what is necessary to study the language for an hour or more every day.

All of the language learning strategies found in Chapter 7 of *Preach My Gospel* are based on these five steps. Missionaries who use all five steps learn their language faster, and they remember it better. Missionaries who skip one or more of these learning steps struggle to learn.

The following activities will help you apply the five language learning steps. As you do each activity, pay attention to how the language learning steps are being used.

ACTIVITY: MEMORIZATION

- ☐ Read Moroni 10:5 in your mission language.
- ☐ Make sure you understand what each word means in your native language. Use your tools to look up the meaning. Look at individual words, endings, and the word order.
- ☐ Practice the pronunciation by reading slowly. Have a native speaker or your teacher correct your pronunciation and repeat again.
- ☐ Memorize the scripture. Start with parts of phrases, then whole phrases, then the whole verse.
- ☐ Continue to repeat from memory. Each time you repeat the verse, you'll gain fluency in that scripture and those words.
- ☐ Use the scripture in a missionary situation such as teaching your progressing investigator about the Book of Mormon.
- ☐ Use your planner to record when you will study this scripture. After a day or two, evaluate yourself to see if you reviewed the scripture and how it went.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Examples to Rules

- ☐ Choose a grammar principle that you haven't learned yet. Find five example sentences from the language guide (board display) for your mission language.
- ☐ Copy these sentences so you can look at them all together.
- ☐ Look for the pattern between the five sentences and seek to understand the context. Using this grammar rule, write five sentences of your own involving a principle you will be teaching to your progressing investigator.
- ☐ Write a sentence to describe the grammar rule used in the five sentences. Look up the explanation given in your grammar guide to check what you wrote.
- ☐ Practice saying the five sentences aloud, and also use the grammar rule you learned to create some additional sentences. Practice the new sentences aloud.
- ☐ Use the grammar rule and sentences you created to practice teaching a gospel principle to your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: APPLY GRAMMAR
Rules to Examples

- ☐ Choose a grammar principle that you haven't learned yet, and look up the rule in a grammar book.
- ☐ When you use this grammar principle, what does it mean? Write it down.
- ☐ Where is this grammar rule used in a sentence? When do you use it? Write down this information.
- ☐ Using this grammar rule, write five sentences of your own involving a gospel principle you will be teaching to your progressing investigator.
- ☐ Check your sentences to be sure you correctly used the meaning and form of the grammar rule. If a teacher is available, have him or her check your sentences for errors.
- ☐ Practice speaking by saying the sentences you created out loud. Repeat each sentence several times to increase your fluency.
- ☐ Using the sentences you created, practice teaching your progressing investigator.
- ☐ Use your planner to record when you will review this grammar principle. As you review it, teach it to your companion, and evaluate your initial study. Make goals to improve your study.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

ACTIVITY: ERROR CORRECTION

- ☐ Identify three phrases in your native language in the TALL VP book or Preach My Gospel to use while teaching your progressing investigator.
- ☐ Translate the phrases into your mission language without looking. Cover up the language side if using the TALL VP book. You may write the sentences down or say them aloud.
- ☐ Compare your phrases with the native translation in the VP book or a language version of Preach My Gospel.
- ☐ Identify errors in the translation. What did you learn about the meaning and form?
- ☐ Practice saying the corrected phrases out loud.
- ☐ Apply these sentences to a real missionary situation. For example, include these phrases as you practice teaching a gospel principle to your companion.
- ☐ In your missionary planner, write plans to improve and fix your errors. After a day or two, evaluate yourself to see if you have reduced the number of errors you make.

At the end of the activity, identify how the five language learning steps are used in this activity. Set goals and make plans to memorize additional words, phrases, and scriptures.

INTRODUCTION: ELEMENTS OF A BOARD DISPLAY

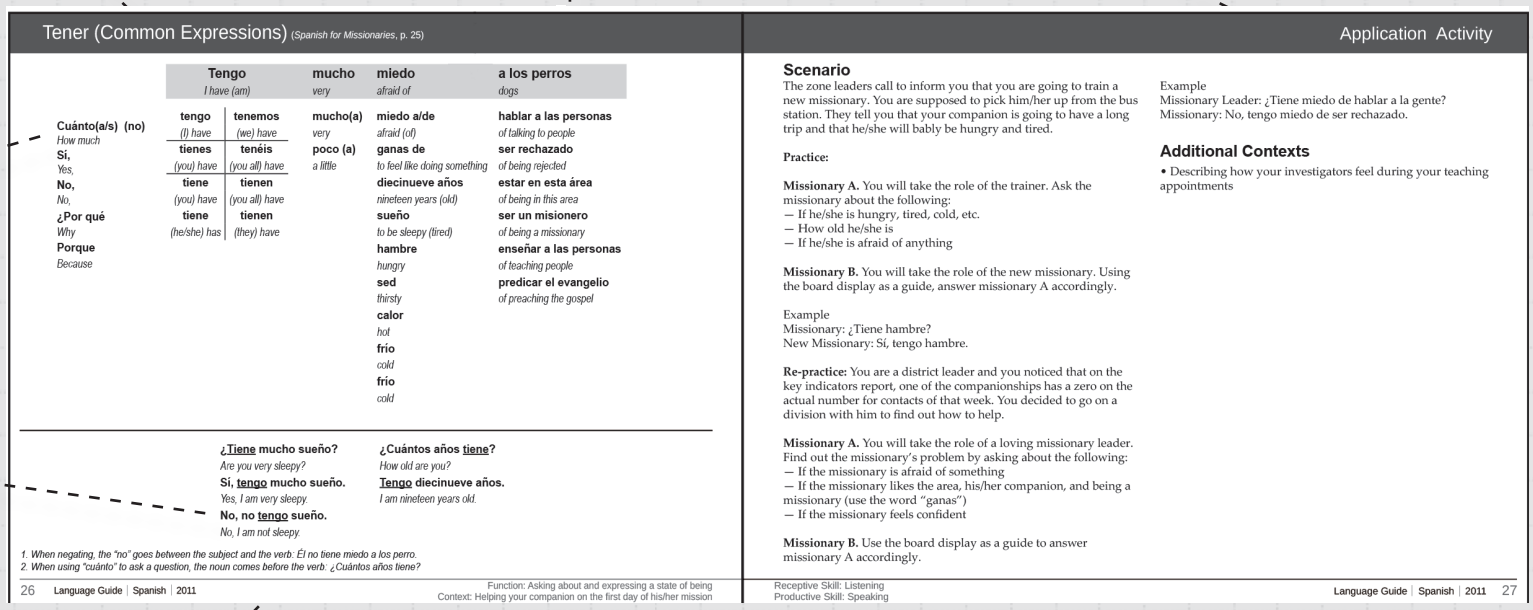
GRAMMAR PRINCIPLE

HEADER SENTENCE

The header sentence demonstrates the grammar principle that is being used in the board display. It functions as a guide for the rest of the board display.

APPLICATION ACTIVITY

Each board display is followed by an application activiy based on the context from the board display. You will be fully engaged in using the grammar principle and vocabulary just learned in a meaningful missionary scenario that mirrors the kinds of tasks you will perform in the field.



Tener (Common Expressions) *(Spanish for Missionaries, p. 25)*

Tengo *I have (am)*		mucho *very*	miedo *afraid of*	a los perros *dogs*
tengo *(I) have*	**tenemos** *(we) have*	**mucho(a)** *very*	**miedo a/de** *afraid (of)*	**hablar a las personas** *of talking to people*
tienes *(you) have*	**tenéis** *(you all) have*	**poco (a)** *a little*	**ganas de** *to feel like doing something*	**ser rechazado** *of being rejected*
tiene *(you) have*	**tienen** *(you all) have*		**diecinueve años** *nineteen years (old)*	**estar en esta área** *of being in this area*
tiene *(he/she) has*	**tienen** *(they) have*		**sueño** *to be sleepy (tired)*	**ser un misionero** *of being a missionary*
			hambre *hungry*	**enseñar a las personas** *of teaching people*
			sed *thirsty*	**predicar el evangelio** *of preaching the gospel*
			calor *hot*	
			frío *cold*	
			frío *cold*	

Cuánto(a/s) (no) *How much*
Sí, *Yes,*
No, *No,*
¿Por qué *Why*
Porque *Because*

¿Tiene mucho sueño? *Are you very sleepy?*
Sí, tengo mucho sueño. *Yes, I am very sleepy.*
No, no tengo sueño. *No, I am not sleepy.*

¿Cuántos años tiene? *How old are you?*
Tengo diecinueve años. *I am nineteen years old.*

1. When negating, the "no" goes between the subject and the verb: Él no tiene miedo a los perro.
2. When using "cuánto" to ask a question, the noun comes before the verb: ¿Cuántos años tiene?

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Function: Asking about and expressing a state of being
Context: Helping your companion on the first day of his/her mission

Application Activity

Scenario
The zone leaders call to inform you that you are going to train a new missionary. You are supposed to pick him/her up from the bus station. They tell you that your companion is going to have a long trip and that he/she will bably be hungry and tired.

Practice:

Missionary A. You will take the role of the trainer. Ask the missionary about the following:
— If he/she is hungry, tired, cold, etc.
— How old he/she is
— If he/she is afraid of anything

Missionary B. You will take the role of the new missionary. Using the board display as a guide, answer missionary A accordingly.

Example
Missionary: ¿Tiene hambre?
New Missionary: Sí, tengo hambre.

Re-practice: You are a district leader and you noticed that on the key indicators report, one of the companionships has a zero on the actual number for contacts of that week. You decided to go on a division with him to find out how to help.

Missionary A. You will take the role of a loving missionary leader. Find out the missionary's problem by asking about the following:
— If the missionary is afraid of something
— If the missionary likes the area, his/her companion, and being a missionary (use the word "ganas")
— If the missionary feels confident

Missionary B. Use the board display as a guide to answer missionary A accordingly.

Example
Missionary Leader: ¿Tiene miedo de hablar a la gente?
Missionary: No, tengo miedo de ser rechazado.

Additional Contexts
• Describing how your investigators feel during your teaching appointments

Receptive Skill: Listening
Productive Skill: Speaking

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QUESTION WORDS

This section has words or phrases used to form questions with the board display.

EXAMPLES

This section contains example questions and sentences that use the grammar principles of the board display.

NOTES

Occasionally, board displays will have notes that help explain how to use the board display.

FUNCTION & CONTEXT

The function best describes how the grammar principle is actually used in communication.

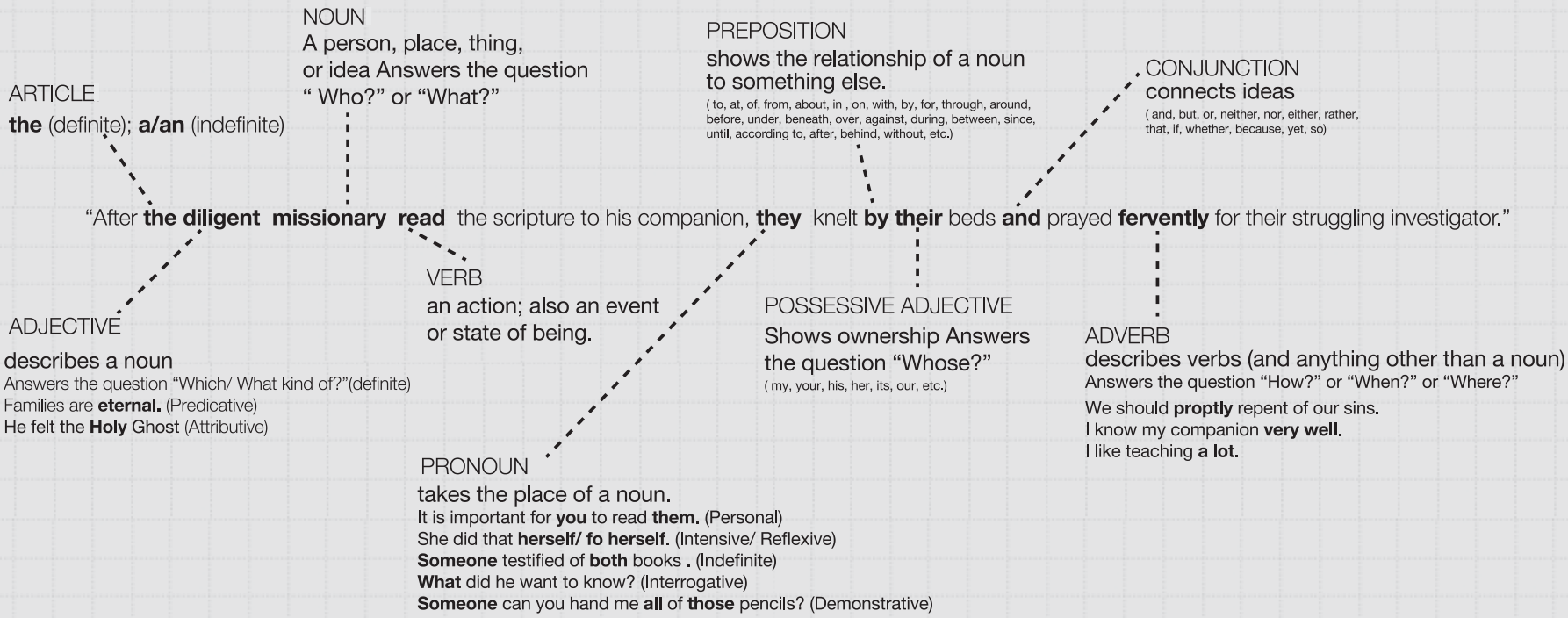
The context is the framework around which the vocabulary of the board display was selected. Contexts are missionary centered.

RECEPTIVE & PRODUCTIVE SKILL

The Receptive Skill tells how the Application Activity will help you understand your mission language.

The Productive Skill tells what type of communication the Application Activity will require you to use.

ENGLISH GRAMMAR TERMS


ARTICLE
the (definite); **a/an** (indefinite)
NOUN
A person, place, thing, or idea Answers the question " Who?" or "What?"
PREPOSITION
shows the relationship of a noun to something else.
(to, at, of, from, about, in , on, with, by, for, through, around, before, under, beneath, over, against, during, between, since, until, according to, after, behind, without, etc.)
CONJUNCTION
connects ideas
(and, but, or, neither, nor, either, rather, that, if, whether, because, yet, so)
"After **the diligent missionary read** the scripture to his companion, **they** knelt **by their** beds **and** prayed **fervently** for their struggling investigator."
ADJECTIVE
describes a noun
Answers the question "Which/ What kind of?"(definite)
Families are **eternal.** (Predicative)
He felt the **Holy** Ghost (Attributive)
VERB
an action; also an event or state of being.
POSSESSIVE ADJECTIVE
Shows ownership Answers the question "Whose?"
(my, your, his, her, its, our, etc.)
ADVERB
describes verbs (and anything other than a noun)
Answers the question "How?" or "When?" or "Where?"
We should **proptly** repent of our sins.
I know my companion **very well**.
I like teaching **a lot**.
PRONOUN
takes the place of a noun.
It is important for **you** to read **them.** (Personal)
She did that **herself/ fo herself.** (Intensive/ Reflexive)
Someone testified of **both** books . (Indefinite)
What did he want to know? (Interrogative)
Someone can you hand me **all** of **those** pencils? (Demonstrative)

INTERJECTION
any emotional greeting or exclamation.

SUBJECT
who or what **does the action** (word or phrase). The subjects in the sentence on the top left are "the dilligent missionary" and "they."

DIRECT OBJECT
who or what **receives the action** of the verb (word or phrase). The direct object in the sentence above is "the scripture."

INDIRECT OBJECT
to whom or for whom an action is intended (word or phrase). The indirect object in the sentence above is "his companion."

PREPOSITIONAL PHRASE
all the words to which a preposition refers; it also includes the preposition iteself. Prepositional phrases in the sentence above include " by their beds" and "for their struggling investigator."

PASSIVE VOICE
the subject of the sentence undergoes the action of the verb.

Active voice: God called Joseph
Passive voice: Joseph was called (by God)
Active voice: We make mistakes.
Passive voice: Mistakes are made

VOWELS
the letters, *A, E, I, O, U* and sometimes *Y* (unobstructed air flow)

CONSONANTS
any other letter (obstructed air flow)

REFLEXIVE VERBS
the subject is also the object.
(get baptized, get ready, get dressed)

INTRANSITIVE VERBS
have no direct object (disappear, smile, die, repent, pray)

CLAUSE
a group of words with a subject and a verb.

INDEPENDENT CLAUSE
can stand alone as a sentence.

DEPENDENT CLAUSE
cannot stand alone as a sentence.

PREDICATE
the part of the clause that is not the subject

I am a missionary. (Nominal)
Jesus **is kind.** (Adjective)

FREQUENTLY ASKED QUESTIONS

WHAT IS A LANGUAGE FUNCTION?

Language functions describe what you should be able to do as a result of learning a particular grammar principle. Notice that each function is meant to encourage two-way conversations in your mission language. Each grammar principle in this language guide is a part of one of the following ten language functions:

Asking about and expressing a state of being
Asking about and expressing possession or ownership
Asking about and describing objects, people, and their characteristics
Asking about and expressing desire, need, preference, ability, intention, or purpose
Asking about and describing actions and events
Asking and answering questions of contrasting attitudes, emotions, and feelings
Asking and answering questions of time, date, and location
Asking and answering questions of quality, quantity, number, and sequence
Asking and answering questions of cause and effect
Narrating experiences and telling stories

WHAT IS THE PURPOSE OF INCLUDING THE TASKS IN THE BEGINNING?

The language tasks are simple ways to accelerate your ability to communicate in the language in your first few days of learning the language. The tasks are meant to help you begin to communicate in your mission language without having to understand all of the grammar behind what you are saying.

WHAT ARE THE BENEFITS OF BOARD DISPLAYS?

Board displays are meant to help minimize lengthy explanations of grammar and maximize the time practicing use of the language during group instruction. In-depth study of grammar structures and rules should take place at another time, for example during prework, language study, or in the TALL lab.

WHAT ARE CONCEPTUAL PRACTICES?

Conceptual practices help you more clearly understand and practice the concept of an upcoming grammar principle in your native language before having to deal with the linguistic mechanics in the second language. Teachers will conduct these activities in the order they have been placed in this language guide to prepare you for the grammar principles that follow them.

IN WHAT ORDER SHOULD THESE GRAMMAR PRINCIPLES BE TAUGHT?

Teachers will usually teach grammar principles in the order they appear in the Table of Contents. Occasionally, a teacher may have reason to change the order of lessons, but in general they are intended to be taught in the order given. One of the primary reasons for the order is the frequent usage of certain language functions. The first five functions, as listed above, are especially frequently used. Where possible, their corresponding grammar principles have been placed early in the Table of Contents. This arrangement will give you a great opportunity to communicate in the language at the earliest stages of your language learning.

Vocabulary (30 min):

Review the following from today's in-class instruction:

Verbs	
vuli	*to be in school, to study*
cakacaka	*to work*
tiko	*to be situated*
Interrogatives	
ocei	*who?*
vakacava	*how?*
vei	*where?*
Demonstratives	
oqo	*this*
oqori	*that (near listener)*
oya	*that (far)*
Prepositions	
mai	*from*

Nouns	
daukaulotu	*missionary*
tisaipeli	*disciple*
Jisu Karisito	*Jesus Christ*
itokani	*companion*
matavuvale	*family*
yaca-	*name*
wati-	*spouse*
luve-	*child(ren)*
Pronouns	
au	*I*
keirau	*we (2, excl.)*
keitou	*we (3-15, excl.)*
kemuni	*you (1, respectful)*
iko	*you (1, familiar)*
kemudou	*you (plural)*

Additional Practice:

Get to know 5 people who are not members of your district. Have your companion translate for you from Fijian to English so that the people you talk to can understand.

Greeting
Ni bula vinaka! *Hello!*
Vakacava tiko? *How is it?*
Vinaka tiko. O iko? *It is good. You?*

Other Greetings
Ni yadra vinaka! *Good morning!*
Ni bulabula vinaka? *You health good? (Are you well?)*

Names		
Ocei *Who*	**na** *common noun marker*	**yacamuni?** *your name?*
Na yacaqu *My name*	**o** *proper noun marker*	**Elda/Sista _____.** *Elder/Sister _____.*

Subject	Noun Marker	Description
Au *I* **Keirau** *We (2)* **Keitou** *We (3-15)*	**na** *common noun marker*	**daukaulotu**. *missionary.* **tisaipeli i Jisu Karisito.** *disciples of Jesus Christ.*
Oqo *This/These*		**noqu itokani**. *my companion(s).*

Subject	mai	Place
Kemuni *You (sing., formal)* **Iko** *You (sing., informal)* **Au** *I* **Keirau** *We (2, excl.)*	**mai** *from*	**vei?** *where?*
		Merika. *America.* **Niu Siladi.** *New Zealand.* **Ositerelia.** *Australia.* **Toga.** *Tonga.* **Samoa.** *Samoa.*

Pronoun	Verb/Description	Noun Marker	Subject
E *He/she* **Eratou** *They (3-15)*	**vuli tiko** *in school* **cakacaka tiko** *employed* **gone** *young* **se tiko i vale** *still at home*	**na** *common noun marker*	**watimuni?** *your spouse?* **luvemuni?** *your child(ren)?*

Subject	le	Number	
Kemudou *You (3-15)*	**le** *numeral particle*	**vica** *how many*	**na matavuvale?** *the family?*
Keitou *We (3-15)*		**va**. *four.* **lima.** *five.* **vitu.** *seven.*	

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
vakavulica	*to teach*
lomana	*to love*
kauwaitaka	*to care about*
tubera	*to guide*
solia	*to give*
veivutuni	*to repent*
vakabauta	*to have faith in*
Interrogative Pronouns	
ocei	*who?*
cava	*what?*
Demonstratives	
oqo	*this*
oqori	*that (near listener)*
oya	*that (far)*
Prepositions	
vei	*to (referring to people)*

Nouns	
kaulotu	*missionary(-ies)*
italai	*servant(s)*
Turaga	*Lord*
Kalou	*God*
Jisu Karisito	*Jesus Christ*
inaki	*purpose*
matavuvale	*family(-ies)*
vakabauta	*faith*
bula	*life*
parofita	*prophet*
veivutuni	*repentance*
papitaiso	*baptism*
kosipeli	*gospel*
ivola	*book*
Pronouns	
keirau	*we (2, excl.)*
kemuni	*you (respectful)*
keda	*us (plural, incl.)*

Review:

Think of how this task can help you convey your purpose to an investigator, then practice the sentence structure in the task by stating your role as a missionary, asking a few thought-provoking questions, and providing a few simple statements of truth.

Grammar Help:

Notice that the basic sentence structure of Fijian is **Tense Marker - Verb - (Object) - Subject,** rather than the **Subject - Verb - Object** of English. Practice this new structure by saying English sentences in Fijian sentence structure (e.g. “Read the Bible Joseph” instead of “Joseph read the Bible”).

Additional Practice:

Practice a short lesson by using the phrases in this task. Pick an objective for your next lesson (for example: We want our investigator to feel that God loves him or her and that he or she can approach Him through prayer and the scriptures), then use the sentences in the task to be able to accomplish your goal.

Pronoun	Noun	of	Noun
Keirau *We (2) (excl.)*	**kaulotu** *missionaries* **italai** *servants*	**ni** *of*	**Kalou.** *God.* **Jisu Karisito.** *Jesus Christ.* **Turaga.** *the Lord.*

Question Phrases		Marker	Noun
Vei kemuni, *To you,* **E na nomuni nanuma,** *In your opinion,*	**ocei** *who*	**o** *proper noun marker* **na** *common noun marker*	**Kalou?** *God?* **Jisu Karisito?** *Jesus Christ?*
	a cava *what* **a cava na bibi ni** *what is the importance of* **a cava na inaki ni** *what is the purpose of*		**vakabauta?** *faith?* **matavuvale?** *family?* **bula oqo?** *life this?*

Present Tense	Noun	Marker	Subject
E *Present Tense*	**noda iVakabula** *our Savior* **parofita dina** *true prophet* **Luve ni Kalou** *the Son of God* **Tamada Vakalomalagi** *our Heavenly Father*	**o** *proper noun marker*	**Jisu Karisito**. *Jesus Christ.* **Josefa Simici.** *Joseph Smith.*
		na *common noun marker*	**Turaga**. *Lord.* **Kalou.** *God.*

Tense Marker	Verb	Object	Marker	Subject
E *Present Tense* **Sa** *Present Emphatic Tense*	**lomani** *loves* **kauwaitaki** *cares for* **tuberi** *guides*	**keda** *us* **kemuni** *you (respectful)*	**na** *common noun marker* **o** *proper noun marker*	**Kalou.** *God.* **Yalo Tabu**. *Holy Ghost.* **Jisu Karisito**. *Jesus Christ.*
	solia vei keda *gives to us*	**na parofita** *prophets* **na noda matavuvale** *our families* **na iVola i Momani** *the Book of Mormon*		

Tense Marker	Verb	Object	About	Ind. Object	Subject
E *Present Tense* **Sa** *Present Emphatic*	**vakavulici** *teach*	**keda** *us (plural, incl.)*	**baleta** *about*	**na vakabauta** *faith* **na veivutuni** *repentance* **na papitaiso** *baptism* **na kosipeli** *the gospel*	**na Kalou.** *God.* **o Jisu Karisito.** *Jesus Christ.* **na iVola i Momani.** *The Book of Mormon.* **na parofita.** *the prophet.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
kerea	*to ask for something*
vakavinavinakataka	*to say thanks for*
solia	*to give*
veisau	*to change*
veivutuni	*to repent*
masu	*to pray*
vakayacora	*to bring to pass*
wasea	*to share*
Adjectives	
vakalomalagi	*heavenly*
Expressions	
mada	*please (used to make requests polite)*

Nouns	
tama	*father*
lomalagi	*heaven*
matavuvale	*family*
parofita	*prophet*
iVola Tabu	*Bible*
loloma	*love*
veivuke	*help*
veivosoti	*forgiveness*
Yalo Tabu	*Holy Ghost*
kaukauwa	*strength*
yalovosota	*patience*
isolisoli	*gift*
gagadre	*desire*
siga	*day*
isolisoli ni dui vosavosa	*gift of tongues*
Pronouns	
au	*I*
keirau	*we/us (2, excl.)*
keitou	*we/us (small group, excl.)*
keimami	*we/us (plural, excl.)*

Review:

Start now to pray in Fijian whenever possible.

Grammar Help:

Rather than saying “bless us with _____,” say “please give _____ to us.” This is important to remember because trying to literally translate the English phrase “bless us with” will not make sense in Fijian. Use this phrase today when you pray.

Additional Practice:

Each day, try to expand and enrich your prayers by adding new vocabulary found in your Vocabulary and Phrases book. Think of your family, friends, and investigators, and create new sentences to add to your prayers. Your prayers will quickly become more meaningful and sincere to you, your investigators, and to God.

Father	of	Pronoun	Adjective
Na Tama *Father*	**i** *of*	**keimami** *us (many, excl.)* **keitou** *us (small group, excl.)* **keirau** *us (2, excl.)*	**vakalomalagi**, *heavenly,* **mai lomalagi**, *in heaven,*

Pronoun	Verb	Noun Marker	Object
Au *I* **Keirau** *We (2, excl.)* **Keitou** *We (small group, excl.)*	**vakavinavinakataka** *give thanks for*	**na** *common noun marker*	**noqu matavuvale**. *my family.* **parofita.** *prophet.* **iVola Tabu.** *Bible.* **nomuni loloma.** *Thy love.* **siga nikua.** *this day.*

Pronoun	Verb	Object
Au *I* **Keirau** *We (2, excl.)* **Keitou** *We (small group, excl.)*	**kerea mada** *ask for*	**na veivuke**. *help.* **na veivosoti.** *forgiveness.* **na Yalo Tabu.** *the Holy Ghost.*

Imperative	Verb	Pronoun	Object	So That	Verb Phrase
Ni *You (command)*	**solia mada vei** *give please to*	**au** *me* **koya** *him/her* **keirau** *us (2, excl.)* **keitou** *us (3-15, excl.)*	**na Yalo Tabu** *the Holy Ghost* **na kaukauwa** *strength* **na yalovosota** *patience* **na isolisoli ni duivosavosa** *the gift of tongues* **na gagadre** *the desire*	**me'u rawa ni** *so that I can* **me keitou rawa ni** *so that we can* **me rawa ni** *so that he/she can*	**veisau.** *change.* **masu**. *pray.* **vakayacora na lomamuni.** *do Thy will.* **wasea na kosipeli.** *share the gospel.*

E na yaca i Jisu Karisito, emeni.
In the name of Jesus Christ, amen.

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Verbs	
lomana	*to love*
vakadinadinataka	*to testify of*
kila	*to know*
veivutuni	*to repent*
vakasavasavataka	*to cleanse*
marau	*to be happy*
rawata	*to obtain*
vakalougatataka	*to bless*
vosota	*to forgive, to endure*
vakaceguya	*to comfort*
sotava	*to meet (to experience)*
vorata	*to overcome*
colata	*to bear*
vakila	*to feel*
sereka	*to free*
vakabula	*to save*
ciqoma	*to receive*
veisau	*to change*

Nouns	
Kalou	*God*
Turaga	*Lord*
Veisorovaki	*Atonement*
Yalo Tabu	*Holy Ghost*
bula tawamudu	*eternal life*
rarawa	*sorrow*
mate	*death*
ivalavala ca	*sin*
yaluma	*suffering, pain*
isau	*answer*
taro	*question*
masu	*prayer*
papitaiso	*baptism*
isolisoli	*gift*

Adjectives	
bula	*living*
daululoma	*loving*
yalovosota	*forgiving*
yalololoma	*merciful*
kaukauwa	*powerful*

Introductory Phrases	
E na vuku ni	*in consequence of (because of, through)*

Review:

During the next few days, share your testimony in Fijian with at least 10 people other than members of your district. Have your companion translate your testimony as needed.

Grammar Help:

Notice that the word *rawa* (“to be able to”) is almost always followed by the particle *ni*. While walking to and from class today, tell your companion 5 things that you are able to do because of the Atonement, using the phrase *rawa ni*.

Additional Practice:

Think about your next lesson. What are things that you want to testify of? What are some concerns or struggles that your investigator has? Learn the vocabulary necessary to testify of principles and doctrines that will help your investigator. Memorize the necessary vocabulary, and then share your testimony of those principles to your companion or other members of your district.

Subject	Verb	That	Description	Subject
Au *I* **Keirau** *We (2, excl.)*	**vakadinadinataka** *testify* **kila** *know*	**ni** *that*	**bula** *living* **dau loloma** *loving* **yalovosota** *forgiving* **yalololoma** *merciful* **kaukauwa** *powerful*	**na Kalou.** *God.* **o Jisu Karisito**. *Jesus Christ.* **na Turaga.** *the Lord.* **na Yalo Tabu.** *the Holy Ghost.*

Because of	Noun	Subject	Can	Verb
E na vuku ni *Because of (Through)*	**Veisorovaki i Jisu Karisito,** *the Atonement of Jesus Christ,* **masu,** *prayer,* **veivutuni,** *repentance,* **papitaiso,** *baptism,* **isolisoli ni Yalo Tabu,** *gift of the Holy Ghost,*	**eda** *we (plural, incl.)* **ko** *you (1)*	**rawa ni** *can*	**kila na dina.** *know the truth.* **vakasavasavataki.** *be cleansed.* **marau.** *be happy.* **rawata na bula tawamudu.** *receive eternal life*. **ciqoma na isau ni noda taro.** *receive answers to our questions.* **sereki mai na madua kei na rarawa.** *freed from guilt and sorrow.* **veisau**. *change.*

Past Tense	Verb	Object	Subject	And Therefore _____ Can	Description
A *past tense*	**sotava** *meet (experience)* **vorata** *overcome* **colata** *bear* **vakila** *feel*	**na noda rarawa** *our sorrows* **na mate** *death* **na noda ivalavala ca** *our sins* **na noda yaluma** *our pains*	**o Jisu Karisito,** *Jesus Christ,*	**k'au mani rawa ni** *and so I can* **ka ko mani rawa ni** *and so you can* **ka da mani rawa ni** *and so we can*	**vakacegui.** *be comforted.* **vosoti.** *be forgiven.* **vakabulai.** *be saved.*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Indicators Of Time	
oqo	*right now*
nikua	*today*
nanoa	*yesterday*
mataka	*tomorrow*
e na bogi nikua	*tonight*
e na bogi	*last night*
e na siga ____	*on _____*

Days Of The Week	
Moniti	*Monday*
Tusiti	*Tuesday*
Vukelulu	*Wednesday*
Lotulevu	*Thursday*
Vakaraubuka	*Friday*
Vakarauwai	*Saturday*
Siga Tabu	*Sunday*

Verbs	
wilika	*to read*
masulaka	*to pray about*
lako	*to go*
papitaiso	*to be baptized*
cakava	*to do*
vakalougatataka	*to bless*
vosota	*to forgive*
vakaukauwataka	*to strengthen*
vakaceguya	*to comfort*
vulica	*to learn*
taleitaka	*to like*
taroga	*to ask about*
vakila	*to feel*

Tense Markers	
a	*past tense*
e	*present tense*
sa	*present emphatic tense*
na	*future tense*

Review:

Identify each of the invitations you will be extending to your progressing investigator over the next three days. Practive giving these invitations to your companion, and remember to promise blessings to them if they keep the commitments.

Grammar Help:

The placement of phrases describing time is fairly flexible in Fijian. In the charts to the right, time phrases are shown at the end of the sentences, but they can also be placed at the beginning of those sentences without affecting the meaning. Practice saying the sentences with the time phrases in either place.

Additional Practice:

While walking to gym and class today, practice (with your companion) asking your investigator about his or her progress keeping invitations. Make sure to promise blessings and check for understanding. Use the patterns from these charts to help you.

Will You	Invitation	Time
Ko rawa ni *Will (can) you*	**wilika na iVola i Momani** *read the Book of Mormon* **masulaka na papitaiso** *pray about baptism* **lako ki na lotu** *attend church* **papitaiso** *be baptized*	**oqo?** *right now?* **nikua?** *today?* **e na bogi nikua?** *tonight?* **ni mataka?** *tomorrow* **e na siga _____?** *on _____?*

If	You	Invitation	Future Tense	Verb Phrase	Object Pronoun	Subject
Kevaka *If* **Ni** *When*	**ko** *you (1)*	**wilika na iVola i Momani,** *read the Book of Mormon,* **masulaka na papitaiso,** *pray about baptism,* **lako ki na lotu,** *attend church,* **papitaiso,** *be baptized,* **cakava,** *do (it),*	**e na** *future tense* *("will")*	**vakalougatataka(i)** *bless* **vosota(i)** *forgive* **vakaukauwataka(i)** *strengthen* **vakaceguya(i)** *comfort* **sauma(i)** *to answer*	**iko** *you (1)* **na nomu vakabauta** *your faith* **na nomu matavuvale** *your family* **na nomu masu** *your prayers* **na nomu ivalavala ca** *your sins*	**na Kalou.** *God.* **o Jisu Karisito**. *Jesus Christ.* **na Turaga.** *the Lord.* **na Yalo Tabu.** *the Spirit.*

Subject	Tense Marker	Verb Phrase	Time
Ko *You (1)* **Drau** *You (2)* **Dou** *You (3-15)*	**a** *past tense*	**wilika na iVola i Momani** *read the Book of Mormon* **masulaka na papitaiso** *pray about baptism* **lako ki na lotu** *attend church*	**nanoa?** *yesterday?* **e na bogi?** *last night?* **e na siga _____?** *on _____?*

What	Subject	Verb	Subordinate Phrase
A cava *What*	**ko** *You (1)* **eda** *We (plural, incl.)*	**vulica** *learn* **taleitaka** *like* **via taroga** *want to ask about* **vakila** *feel*	**mai na nomu wiliwili?** *from your reading?* **mai na nomu lai lotu?** *from attending church* **mai na nomu masumasu?** *when you prayed?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
tikina	*verse, piece*
wase	*chapter*
vakabauta	*faith*
veivutuni	*repentance*
papitaiso	*baptism*
Yalo Tabu	*Holy Ghost*
Veisorovaki	*Atonement*
ibalebale	*meaning*
yaloqaqa	*courage*
yalodina	*sincerity, real intent*
yalovosota	*patience*
taro	*question*
vakasama	*thought(s)*

Verbs	
wilika	*to read*
vakabauta	*to have faith in*
vukea	*to help*
vakaukauwataka	*to strengthen*
vakalougatataka	*to bless*

Quantifiers	
e dua	*a*
e so	*some*

Review:

Identify the scripture passages that you will be sharing in your next visit. Practice introducing the passage by giving a brief background, giving the citation, and finally create questions that help the investigator apply the verse to their lives.

Grammar Help:

Notice that Fijian has no *to have* verb, and uses different structures to show possession. One of the most common is: ***e dua + possessive pronoun + object***. Notice how this structure is used in this task. Practice saying sentences to your companion using this pattern.

Also notice the structure used to form “Why?” questions. The structure is ***a cava + verb + kina.*** By itself, *a cava* means “what?”, but when used with *kina*, it forms “why?” questions. Practice asking your companion 5 “Why?” questions.

Additional Practice:

Find your favorite scripture, possibly your mission scripture or one that helped change your life, then share it with three other missionaries. Use the patterns from this task to help you form correct sentences.

Let's read	Article	Noun	About	Object
Tou wilika mada *Let's read*	**e dua** *a* **e so** *some*	**na tikina** *verse(s)* **na wase** *chapter(s)*	**baleta** *about*	**na vakabauta.** *faith.* **na veivutuni.** *repentance.* **na papitaiso.** *baptism.* **na Yalo Tabu.** *Holy Ghost.*

Subject	Can	Verb	Politener
Ko *You (1)* **Au** *I*	**rawa ni** *can*	**wilika** *read it*	**mada?** *please?*

What	Verb	Kina	Subject
A cava *What*	**e bibi** *important*	**kina** *("why?" particle)*	**na vakabauta?** faith? **na yaloqaqa?** *courage?* **na yalodina?** *sincerity?* **na yalovosota?** *patience?* **na tikina oqo?** *this verse?* **na veiyalayalati?** *covenants?* **na veivutuni?** *repentance?*

Article	Possessive Pronoun	Object
E dua *One* **E so** *Some*	**na nomuni** *your (1, respectful)* **na nomudou** *your (3-15)*	**taro?** *question?* **vakasama?** *thought?*

Introductory Phrase

E na nomuni nanuma,
In your opinion,
E na nomuni rai,
In your view,

Can	Verb	Object	How	Subject
E rawa ni *Can*	**vukei** *help* **vakaukauwataki** *strengthen* **vakalougatataki** *bless*	**keda** *us (plural, incl.)* **kemuni** *you (1, respectful)* **kemudou** *you (3-15)*	**vakacava** *how*	**na vakabauta?** *faith?* **na papitaiso?** *baptism?* **na Veisorovaki?** *the Atonement?* **na veivutuni?** *repentance?* **na wilika na iVola i Momani?** *reading the Book of Mormon?*

Vocabulary (30 min):

Familiarize yourself with the following vocabulary to prepare for in-class instruction.

Nouns	
lotu	*church*
veivosoti	*forgiveness*
taro	*question*
Kalou	*God*
cauravou	*young man*
dina	*truth*
isau	*answer*
loloma	*love*
tama-	*father*

Verbs	
vaqara	*to search for*
kila	*to know*
ciqoma	*to receive*
masulaka	*to pray about*
raica	*to see*
vulica	*to learn, to study*
vakadinadinataka	*to testify of*
tubera	*to guide*
lomana	*to love*
vukea	*to help*
rogoca	*to hear*
sauma	*to answer*
vakila	*to feel*

Pre-Verbal Particles	
via	*to want to*
dau	*always*
bau	*ever*

Sequential Words	
bera	*before*
oti	*after*
ni	*when*
qai	*then*

Review:

Think of your own conversion story. How did you come to know that the church was true? Practice sharing with an investigator your conversion story and assure him or her that they too can build a personal testimony.

Grammar Help:

This task is a good opportunity to review basic sentence structure in Fijian. Remember that the basic sentence order is **Verb-Object-Subject** if there is an object, and **Verb-Subject** if there is no object. Many of the sentences in the task have multiple instances of this word order for you to practice with.

Additional Practice:

Tell the story of Joseph Smith and the First Vision to your companion and then to an investigator. Recount what Joseph was seeking and how he found his answer. Also include what happened as a result of him finding that answer. Using what you remember from the Testify task, bear your personal testimony of the First Vision.

Sequence Terms
Ni se cauravou, *As a young man,* **Me tekivu,** *To begin with,* **Ni bera ya,** *Before that,* **Oti ya,** *After that,*

TM	Verb Phrase	Subject
A *past tense*	**vaqara na lotu dina** *search for the true church* **via kila na Kalou** *want to know about God* **via ciqoma na veivosoti** *want to receive forgiveness* **masulaka na nona taro** *prayed about his questions* **raica na Kalou kei Jisu Karisito** *saw God and Jesus Christ*	**o Josefa Simici.** *Joseph Smith.*

Past Tense	(Negation)	Verb	Subject	That	Verb	Object	Subject
A *past tense*	**(sega ni)** *(did not)*	**kila** *know* **kila** *know* **vulica** *learn* **vakadinadinataka** *could testify*	**o koya** *him* **o Josefa** *Joseph*	**ni** *that*	**dau tuberi** *guides* **lomani** *loves* **dau vukei** *always helps* **dau rogoci** *hears*	**keda** *us (plural, incl.)* **koya** *him/her*	**na Kalou.** *God.* **na Tamada.** *our Father.*
Qai *Then*					**vakayago** *has a body* **lomani keda** *loves* **dau sauma na masu** *always answers prayers*		

You	Subject	Verb Phrase	like Joseph?
Ko *You (1)*	**via** *want to*	**kila na dina** *know the truth* **vakila na loloma ni Kalou** *feel God's love* **ciqoma na isau ni nomu taro** *receive answers to your questions* **vaqara na dina** *search for the truth*	**me vakataki Josefa Simici?** *like Joseph Smith?*
	bau *ever*		

Conceptual Practice: Basic Word Order

The basic word order of most Fijian sentences is different from the basic word order of English. In English, the basic word order is **SVO** (subject-verb-object). The *subject* of a sentence is the person or thing which is performing the action, or the person or thing which the sentence is about. The *verb* is the action or state of being of the sentence. The *object* (if there is one) is the person or thing that the action is being done to.
In Fijian, the basic word order is **VOS** (verb-object-subject). This means that the first main word in a Fijian sentence or phrase is the verb, followed by the object (if there is one), and then the subject. Look at the following example:

The boy kicked the ball.

The subject (**S**) of this sentence is "the boy," the verb (**V**) is "kicked," and the object (**O**) is "the ball." This is a good example of the basic word order of English: **SVO**. If translated into Fijian (**VOS**), the sentence would look like this:

Kicked the ball the boy.

Give the missionaries practice, in English, re-ordering the words in the following sentences from English word order (SVO) to the basic word order of Fijian (VOS).

God loves us.

He read the book.

They will eat the dalo.

God gives the priesthood to prophets.

Prophets teach the gospel.

Missionaries help people.

God can help us.

She wants to learn the lessons

The Book of Mormon teaches us the fullness of the gospel.

Sa

	Sa *Present tense marker (emphatic)*		**bula** *lives*	**na Kalou.** *the God.*	?
Io, *Yes,* **Sega,** *No,*	**E** *Present tense marker*	**sega ni** *(not)*	**marau** *happy* **yalovosota** *patient* **daululoma** *loving* **kaukauwa** *powerful* **bula vakayago** *lives physically (has a body)* **dauveivukei** *helpful* **uasivi sara** *perfect* **dauvosota** *forgiving*	**o Jisu Karisito.** *Jesus Christ.* **na noqu itokani.** *my companion.* **na Tamada Vakalomalagi.** *our Heavenly Father.* **na Yalo Tabu** *the Holy Ghost* **na Kalou** *God* **na Turaga** *the Lord*	*(Raise voice then drop on last syllable of the sentence.)*

Q: Sa bula na Kalou?
Does God live?
A: Io, sa bula na Kalou.
Yes, God lives.
A: Sega, sa sega ni bula na Kalou.
No, God is not alive.

Q: E dauvosota na Turaga?
Is the Lord forgiving?
A: Io, e dauvosota na Turaga.
Yes, the Lord is forgiving.
A: Sega, e sega ni dauvosota na Turaga.
No, the Lord is not forgiving.

Either "e" or "sa" can be omitted from the beginning of any sentence. "Sa" shows more emphasis, and "e" shows less. Individually, both are grammatically correct.

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Godhead

Scenario

You meet a man named Jone on the streets of Suva. After talking to him for a few minutes, he tells you that he has heard that the LDS church is not a Christian church. In order to help Jone understand that you do worship the Lord Jesus Christ, share some of the doctrine of the Godhead with him. Bear testimony of the Father, the Son, and the Holy Ghost to Jone and confirm to him that God loves him.

1. Practice: In pairs, with one missionary taking the role of Jone and the other the missionary, have the missionaries practice testifying of the living reality of the Father, the Son, and the Holy Ghost. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice testifying in order that Jone might come closer to a knowledge of the restored gospel.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Brother Musuka is investigating the gospel, but seems hesitant. When you asked him what he thinks of your message, he says that although God can bless our lives, it is impossible for any man to know Him and His characteristics. You testified of modern prophets and their ability to reveal the mind and will of God to man. Share what you have learned about the nature of God as our loving Heavenly Father, His Son, and the Holy Ghost. Promise him that he too can know of these precious truths.

Subject Pronouns

Io,
Yes,
Sega,
No,

Keirau (sa)
We (2 people, excluding the listener)

au *I*	**keirau** *we (2) (exclusive)*	**keitou** *we (group) (exclusive)*	**keimami** *we (many) (exclusive)*
	daru *we (2) (inclusive)*	**tou** *we (group) (inclusive)*	**(e)da** *we (many) (inclusive)*
ko/o *you*	**drau** *you (2)*	**dou** *you (group)*	**(o)ni** *you (many)*
e *he/she/it*	**(e)rau** *they (2)*	**(e)ratou** *they (group)*	**(e)ra** *they (many)*

sega ni
(not)

kaulotu tiko.
missionaries (currently).

?
(Raise voice then drop on last syllable of the sentence.)

lewe ni lotu.
members of the Church.

kai Merika.
American.

kai Lau.
Lauan (an island group in Fiji).

luve ni Kalou.
children of God.

tisaipeli i Jisu.
disciples of Jesus.

lotu Wesele.
Methodist.

lotu Katolika.
Catholic.

lotu ka vitu.
Seventh Day Adventist.

Q: (O) ni kaulotu tiko?
Are you a missionary?
A: Io, au kaulotu tiko.
Yes, I am a missionary.
A: Sega, au sa sega ni kaulotu tiko.
No, I am not a missionary.

Q: Drau lotu cava tiko?
Which church do you (2) belong to?
A: Keirau lotu ka vitu.
We (2) are Seventh Day Adventists.
A: Keirau sega ni lotu tiko.
We (2) do not attend any church right now.

Tiko is a particle that can be used in a variety of different ways. Here it is used to show that something is currently happening. Note the use of tiko in other board displays.

Scenario

While having dinner with a member family, a relative of the family comes to the house. You introduce yourselves and want to get to know him. He tells you that his name is Marika. Proceed to ask Marika about himself, and explain your purpose in Fiji as missionaries. Testify of your calling to preach the restored gospel.

1. Practice: In pairs, with one missionary taking the role of Marika and the other the missionary, have the missionaries practice introducing themselves, asking questions about Marika, and testifying of their calling and purpose as missionaries. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice introducing themselves, asking questions, testifying and explaining so that Marika can begin to trust the missionaries as servants of the Lord.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

During a weekly meeting with your ward mission leader, Brother Taufaga, you and your companion report that you have started teaching a new family named the Maui's. They used to be Methodist, but now attend the Seventh Day Adventist church. Brother Taufaga is from Lau and wants to know which island the Maui family is from. Report to Brother Taufaga all of the requested information using the grammar and vocabulary learned in this lesson and in any other lessons. Have one missionary take the role of Brother Taufaga and the other the missionary, and then switch roles for the re-practice.

Possessive Pronouns

Oqo	**na**		**noqu**	**ivola.**	
This	*(noun marker)*		*my*	*book.*	?

Io,
Yes,
Sega,
No,

Oqori
That (close to listener)

Oya
That (far from speaker and listener)

E vei
Where is …?

E tiko vei cei
Who has …?

na
(noun marker)

no-
objects

ke-
food

me-
drink

-qu *my*	**-irau** *our (2) (exclusive)*	**-itou** *our (group) (exclusive)*	**-imami** *our (many) (exclusive)*
------	**-daru** *our (2) (inclusive)*	**-datou** *our (group) (inclusive)*	**-da** *our (many) (inclusive)*
-mu *your*	**-mudrau** *your (2)*	**-mudou** *your (group)*	**-muni** *your (many)*
-na *his/her*	**-drau** *their (2)*	**-dratou** *their (group)*	**-dra** *their (many)*

Note: "no-" becomes "ne-" before all first-person plural exclusive pronouns.

kakana.
food.

nekitai.
tie.

vava.
shoes.

peni.
pen.

sote.
shirt.

sulu vakataga.
Fijian dress sulu.

moli.
orange.

ika.
fish.

(Raise voice then drop on last syllable of the sentence.)

Q: Oqo na nomu ivola?
Is this your book?
A: Io, oqori na noqu ivola.
Yes, that is my book.
A: Sega, oqori sega ni noqu ivola.
No, that is not my book.

Q: E vei na nodratou vava?
Where are their shoes?
A: E tiko vei keirau na nodratou vava.
We (2)(exclusive) have their shoes.
A: E sega ni tiko vei keirau na nodratou vava.
We (2)(exclusive) do not have their shoes.

Function: Asking about and expressing possession and ownership
Context: Talking about People and their Possessions

Scenario

You are helping the Balenalokaloka family move to a different house. They have been living with their relatives, and so you need to identify the things that belong to the Balenalokaloka family and that need to be moved.

1. Practice: In pairs, with one missionary taking the role of Brother Balenalokaloka and the other the missionary, have the missionaries practice asking about possessions. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice communicating and asking questions to help the Balenalokaloka family move.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

While walking through Suva town on your Preparation Day, you and your companion help a man carry his food to the market to sell it. During an ensuing conversation, Akariva asks what you are doing in Fiji. Using the possessive pronouns listed previously, explain your purpose as missionaries to your new friend. Share with him that your message will bless his life, and the life of his family. Testify of Jesus as his Savior and of God as his loving Heavenly Father. Share any other truths, or ask any other questions that you feel are necessary for you to share or ask in order to help him understand your purpose.

Conceptual Practice: Deciding Whether to use i, ni, or nei

In English, possession or ownership is usually shown by the use of possessive pronouns (see pg. 36-37), the suffix *-'s* (*John's, the church's*, etc.) or the use of the particle *of*. Besides the possessive pronouns, in Fijian there are three main particles used to show possession: *i*, *ni*, and *nei.*

The particle *i* is used when the possessor is a proper noun and the object is a **familiar class noun** (family members, body parts, one's spirit, one's will, one's heart, one's name, etc.). For example, *Peter's father*, *Jesus' hands*, and *John's name* would all require the use of *i*.

The particle *nei* is used when the possessor is a proper noun but the object is a regular noun. For example, *John's testimony*, *Jesus' clothes*, and *Moses' staff* would all require the use of *nei*.

The particle *ni* is used when the possessor is a common noun (note: in Fijian, *Lord, God, Savior, Heavenly Father, Holy Ghost*, are all common nouns). *Ni* is often equated to the English word of. For example, *the love of God*, *the power of the Holy Ghost*, and *the work of the Lord* all require the use of *ni*.

Using these rules, write the correct particle (*i, ni*, or *nei*) that would be used to translate the following sentences and questions:

1. Mary was Jesus' mother.
2. We can receive the gift of the Holy Ghost
3. This dispensation began with Joseph Smith's vision.
4. We pray in Jesus Christ's name.
5. I feel the love of God.
6. Is this Peter's house?
7. That's Fiji's culture.
8. Priesthood is the power of God.
9. Jesus' hands have scars.
10. That is Sainimili's mother.
11. This is the plan of tomorrow.
12. Have you seen Marika's friend?
13. Joeli's sulu is too big.
14. That is a mission vehicle (car of missionaries).
15. We follow President Monson's teachings.
16. Missionaries do the work of the Lord.
17. The steeple of the church is white.
18. Elder Tavo's stomach is sore.
19. We must seek the will of Christ.
20. She is Elder Robanakadavu's grandmother.

Possessives: *i, ni, nei*

	E vakasavasavataki keda *(It) cleanses us*	**na isoro nei Jisu.** *Jesus' sacrifice.*
Io, *Yes,* **Sega,** *No,* **Vakacava** *How?* **A cava ... kina** *Why?*	**Eda na vakabulai** *We will be saved* **E sega ni vakayalayala** *(It) has no limits* **E raraba sara** *(It) is wide (infinite)* **E sereki keda** *(It) frees us* **E vakataucokotaka** *(It) completes* **E sotava** *(He) experienced (met with)*	**e na yaca i Jisu Karisito.** *in the name of Jesus Christ.* **na kaukauwa ni Kalou.** *the power of God.* **na Veisorovaki i Jisu Karisito.** *the Atonement of Jesus Christ.* **na loloma ni Turaga.** *the love of the Lord.* **na ituvatuva ni Kalou na Veisorovaki.** *Heavenly Father's plan (the Atonement).* **na rarawa ni tamata kece sara o Jisu.** *the sorrows of all men (Jesus).*
		? *(Raise voice then drop on last syllable of the sentence.)*

Q: E vakayalayala na kaukauwa ni Kalou?
Does the power of God have limits?
A: Io, e vakayalayala na kaukauwa ni Kalou.
Yes, the power of God has limits.
A: Sega, e sega ni vaka yala yala na kaukauwa ni Kalou.
No, the power of God has no limits.

Q: E vakataucokotaka vakacava na ituvatuva ni Kalou na Veisorovaki?
How does the Atonement complete God's plan?
A: E sereki keda mai na ivalavala ca na Veisorovaki.
The Atonement frees us from sin.
A: E vakasavasavataki keda na isoro nei Jisu Karisito.
Jesus Christ's sacrifice cleanses us.

Function: Asking about and expressing possession and ownership
Context: Teaching about the Atonement

Scenario

Saikiusa has recently been released from prison and worries that some of the things that he has done in the past will not be forgiven by Heavenly Father. Share a scripture of Christ's redeeming power and testify of the Atonement's eternal effects. Bear testimony of God's love for Saikiusa and help him see that because Heavenly Father loves him, He sent His Son to be a sacrifice for his sins.

1. Practice: In pairs, with one missionary taking the role of Saikiusa and the other the missionary, have the missionaries practice testifying of the power of the Atonement of Jesus Christ. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice promising blessings, testifying and inviting, especially from their own experiences, to encourage Saikiusa to repent.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have been teaching Pita, a young boy in a part member family, the restored gospel and he understands well what is being taught. When you ask him what he knows about Jesus Christ's sacrifice, he says he knows that Jesus died for us on the cross but does not understand the implications of that offering. In simple terms that Pita, age 10, can understand, explain the essential doctrine of the Atonement.

Description

	E *Present tense marker*	**turaga** *man*	**vinaka** *good*	**sara** *very*	**o** *proper noun marker*	**Viliame.** *William.*	?
Io, *Yes,* **Sega,** *No,* **A cava…kina** *Why…*	**Sa** *Present tense marker (emphatic)* **A** *Past tense marker* **Na** *Future tense marker*	**marama** *woman* **gone** *child* **ka** *thing*	**ca** *bad* **levu** *large, big* **lailai** *small* **balavu** *long, tall* **lekaleka** *short* **makawa** *old, ancient* **vou** *new*	**toka** *slightly, a little* **tu** *always* **tiko** *currently*	**na** *common noun marker*	**Mere.** *Mary.* **Pita.** *Peter.* **vale.** *house.* **koli.** *dog.* **gaunisala.** *road.* **vanua.** *place.* **ivola.** *book.*	*(Raise voice then drop on last syllable of the sentence.)*

Q: Turaga vakacava o Viliame?
What kind of man is William?
A: E turaga vinaka sara o koya.
He is a very good man.
A: E turaga balavu o Viliame.
William is a tall man.

Q: E mataqali ivola cava na iVola i Momani?
What type of book is the Book of Mormon?
A: E ka makawa na iVola i Momani.
The Book of Mormon is ancient.
A: E ka talei sara na iVola i Momani.
The Book of Mormon is a treasure (precious thing).

Function: Asking about and describing objects, people, and their characteristics
Context: Describing people's characteristics

Scenario

While walking to an appointment, you and your companion met Paula and shared a simple testimony of the Restoration with him. He agreed to hear more, however he lives in Kadavu, an outer island. The next week at a zone conference, you give Paula's information to the missionaries who currently serve in Kadavu. Paula told you that he is from the village of Naisausau in the province of Kavala. He lives in a big yellow house inside the village. Paula is a large, friendly man with a beard.

1. Practice: In pairs, with one missionary taking the role of the missionary receiving the referral and the other the missionary giving the referral, have the missionaries practice describing Paula, the location of his village, and his house. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice explaining the items mentioned above and anything else necessary for the missionaries in Kadavu to make a successful contact.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Using the above information about Paula, write a note to the missionaries in Kadavu that you would send to the island so that they can make a timely contact. Work with your companion to write the note, and then give it to another companionship for them to read.

Conceptual Practice: Transitive Endings

The Fijian language uses special suffixes (endings added onto words) on verbs to show a relationship between the verb (the “action word”) and the object (the thing which is receiving the action).

In English, we often use words like *about, at, in,* or *for* to show relationships between verbs and their objects. For example:

*I prayed **about** The Book of Mormon*.
*I am looking **at** the picture.*

Fijian does not use these extra words to show a relationship between verbs and their objects. They simply use transitive endings on verbs to show that the action is being done to an object:

*Au masu**laka** na iVola i Momani.* (I prayed **about** The Book of Mormon.)
*Au sara**va** na itaba.* (I am looking **at** the picture.)

All Fijian verbs must have a transitive ending if the action they describe is being done to something else. Thus, in the sentence *I read*, the verb would not require a transitive ending, but in the sentence *I read the book*, the verb would require a transitive ending.

Conceptual Practice: Transitive Endings

Give the missionaries practice deciding, in English, whether the main verbs (which are bolded) in the following sentences would require transitive endings if they were translated info Fijian. Teachers, have the missionaries write either *yes* or *no* next to each of the sentences.

I **prayed** about The Book of Mormon.

John **went** to the park.

Let's **eat**!

I don't want to **drink** the soda.

Joeli really **likes** Mere.

Are you going to **sleep** tonight?

Why do I have to **clean** the flat?

Let's go **get** food from Joji's.

President Ostler will **give** the spiritual thought.

She is **going** to the cafeteria for lunch.

I **know** the meaning of the word.

Jone didn't **keep** the commitment.

Seini doesn't really **believe** the things we shared.

I don't **run** at gym if I'm tired.

What time are we going to **study**?

Rawa Ni

A cava...kina
Why
Io,
Yes,
Sega,
No,
A cava...?
What...?

Ko					**rawa ni**	**masu**		**e na veigauna kece.**
You					*can*	*pray*		*at all times.*

au	**keirau**	**keitou**	**keimami**	**(sega ni)**	**rawa ni**	**kere veivosoti**	**(kina)**	**e na masu.**
I	*we (2) (exclusive)*	*we (group) (exclusive)*	*we (many) (exclusive)*	*(not)*	*can (able to)*	*ask forgiveness*	*(why?)*	*in prayer.*
	daru	**tou**	**(e)da**			**ciqoma**	**(vakacava)**	**na Yalo Tabu e na masu.**
	we (2) (inclusive)	*we (group) (inclusive)*	*we (many) (inclusive)*			*receive*	*(how?)*	*the Holy Ghost through prayer.*
ko/o	**drau**	**dou**	**(o)ni**			**veivosaki**		**kei na Tamada e na masu.**
you	*you (2)*	*you (group)*	*you (many)*			*communicate*		*with our Father in prayer.*
e	**(e)rau**	**(e)ratou**	**(e)ra**			**kerea**		**na veivakasalataki e na masu.**
he/she/it	*they (2)*	*they (group)*	*they (many)*			*ask for*		*direction in prayer.*
						sauma		**na noda taro na Kalou.**
						answer		*our questions (God).*
						vakaukauwataki keda		**na masu.**
						strengthen us		*(prayer).*
						vakavuna		**na vakacegu na masu.**
						bring (cause)		*peace (prayer).*

?

Q: E rawa ni vakavuna vakacava na vakacegu na masu?
How can prayer bring peace?
A: Kevaka eda kere veivosoti e na masu.
If we ask forgiveness in prayer.
A: Kevaka ko masu e na yalo dina.
If you pray with sincerity.

Q: Keitou rawa ni ciqoma na Yalo Tabu ni keitou masu?
Can we (group) receive the Holy Ghost when we (group) pray?
A: Io, dou rawa ni ciqoma na Yalo Tabu ni dou masu.
Yes, you (group) can receive the Holy Ghost when you (group) pray.
A: Sega, e sega ni rawa ni dou ciqoma na yalo tabu ni dou masu.
No, you (group) cannot receive the Holy Ghost when you (group) pray.

To ask "why" in a sentence, begin the question with "a cava" and then place "kina" after the verb phrase.
"Baleta" can be used by itself to ask "why?" To ask "how" place "vakacava" after the verb phrase.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about Prayer

Scenario

Samu, an investigator, is too shy to pray in front of you during lessons. When you asked what he knew about prayer, he didn't seem to know much except that the preacher in his former church would pray during church services for long periods of time. However, he tells you that he has prayed before, but he seems to lack an understanding of the true meaning of prayer. Discuss, as companions, what you understand about Samu's concern and what doctrines you could share with him in order to help him have a clearer understanding of the reality of prayer. Consider sharing a verse of scripture to bring clarity to your teaching.

1. Practice: In pairs, with one missionary taking the role of Samu and the other the missionary, and using the grammar principle and vocabulary of this lesson and any other grammar and vocabulary you may know up to this point, discuss the doctrine of prayer and what Samu can receive when he prays sincerely to Heavenly Father. Encourage the missionaries to share their own testimony, or a personal experience, to invite the Spirit to testify of these truths.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

A recent convert named Seta asked you why the Lord's Prayer is not said often in the Church. Help Seta understand the reasons behind praying, and why it is important to pray with real intent.

E Dodonu Me

E dodonu *It is right (should/need)* **meda** *for us to* **papitaiso.** *baptized.*

Io, *Yes,* **Sega,** *No,* **(A cava...kina?)** *Why*

E (sega ni) *It's (not)*

bibi *important*

dredre *difficult*

rawarawa *easy*

(kina) *why*

me'u *for me to*	**me keirau** *for us to (2) (exclusive)*	**me keitou** *for us to (group) (exclusive)*	**me keimami** *for us to (many) (exclusive)*
-------	**medaru** *for us to (2) (inclusive)*	**medatou** *for us to (group) (inclusive)*	**meda** *for we to (many) (inclusive)*
mo *for you to*	**modrau** *for you to (2)*	**modou** *for you to (group)*	**moni** *for you to (many)*
me *for him/her to*	**merau** *for them to (2)*	**meratou** *for them to (group)*	**mera** *for them to (many)*

veivutuni. *repent.*

vakabauta na Kalou. *have faith in God.*

vakabauti Jisu. *have faith in Jesus.*

muria na kosipeli. *follow the gospel.*

ciqoma na Yalo Tabu. *receive the Holy Ghost.*

dina vua na Kalou. *be true to God.*

dei e na vakabauta. *firm in the faith.*

?

(Raise voice then drop on last syllable of the sentence.)

vakacava? *How?*

Q: E rawarawa meda dei e na vakabauta?
Is it easy for us to be firm in the faith?
A: Io, e rawarawa meda dei e na vakabauta.
Yes, it is easy for us to be firm in the faith.
A: Sega, e dredre meda dei e na vakabauta.
No, it is difficult for us to be firm in the faith.

Q: E bibi modou ciqoma na Yalo Tabu?
Is it important for you (group) to receive the Holy Ghost?
A: Io, e bibi me keitou ciqoma na Yalo Tabu.
Yes, it is important for us to receive the Holy Ghost.
A: Io, e dononu me keitou ciqoma na Yalo Tabu.
Yes, it is right (needful) that we receive the Holy Ghost.

To ask "why" in a sentence, begin the question with "a cava" and then place "kina" after the subject.
"Baleta" can be used by itself to ask "why?" To ask "how" place "vakacava" after the verb phrase.

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Doctrine of Christ

Scenario

Sailosi is preparing for baptism. However, he says that although he knows repentance is important, he does not yet fully understand why baptism and receiving the Gift of the Holy Ghost is essential to salvation. In order to help him prepare himself for baptism by understanding and receiving the doctrine of the Restored Gospel, you and your companion ask him to share with you why he believes that each of the principles and ordinances of the gospel are important, and why he feels that he should, or should not, live the principles and receive the ordinances.

1. Practice: In pairs, with one missionary taking the role of Sailosi and the other the missionary, have the missionaries practice understanding Sailosi's views and teaching correct doctrine. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice discovering needs, asking questions, sharing truth, and inviting Sailosi to act on the truths he is taught.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Sailosi has now been baptized and you are reviewing the lesson of the Gospel of Jesus Christ with him. He admits to you that he still faces challenges in following the gospel. Discover what it is that makes it difficult for Sailosi to follow the gospel and teach him what truths he needs to understand in order to find help in following the gospel. Share with him that although he, like all of us, experiences difficulty in discipleship, his faith in the Savior will give him the strength needed to continue to endure to the end.

Conceptual Practice: Via & Vinakata in Expressing Wants

Give the missionaries practice deciding, in English, when to use the verb via and when to use the verb vinakata while expressing wants or desires. Via is used before verbs, like when one says that they want to do something. Vinakata is used before objects or anything else that one wants, such as “I want you to be happy” or “he wants the book.” Teachers, read the following statements and questions to the missionaries and have them respond by telling you which verb (via or vinakata) to use.

1. I want to visit Brother Tunikula today.
2. Brother Tunikula wants us to visit him.
3. God wants us to return to Him.
4. Our Heavenly Father wants to bless us.
5. We can ask God for the things we want.
6. We can visit you tomorrow, if you want.
7. Agency allows us to do what we want.
8. God gives answers to those who want them.
9. What is it that you want in your life?
10. Do you want to know the truth of the Book of Mormon?
11. Do you want this message?
12. God wants to answer your questions.
13. Jesus wanted what His Father wanted.
14. Do you want to be baptized as a family?
15. There’s something I want to tell him.
16. We can pray whenever we want to.
17. If we want our lives to be clean, we must repent.
18. Our want for worldly things can distract us.
19. I want Anare to come back to church.
20. We want to help you understand the gospel.
21. If we want God’s help, He will help us.
22. Do you want to sing this song?
23. Did he want to meet the bishop?
24. Do you want to be sealed to your family?
25. God helps those who truly want eternal life.
26. Jesus wants to forgive us of our sins.

Via

Io,
Yes,
Sega,
No,
A cava...kina
Why…
(Baleta) ni
Because

Au *I*					**via** *want to*	**sikovi Brother Tunikula** *visit Brother Tunikula.*		**?** *(Raise voice then drop on last syllable of the sentence.)*
au *I*	**keirau** *we (2) (exclusive)*	**keitou** *we (group) (exclusive)*	**keimami** *we (many) (exclusive)*	**sega ni** *don't*	**via** *want to*	**sotavi iko.** *meet you.*	**kina?** *why?*	
	daru *we (2) (inclusive)*	**tou** *we (group) (inclusive)*	**(e)da** *we (many) (inclusive)*			**vakavulici iratou.** *teach them.*		
ko/o *you*	**drau** *you (2)*	**dou** *you (group)*	**(o)ni** *you (many)*			**vosa* vei Aisake.** *speak to Isaac.*		
e *he/she/it*	**(e)rau** *they (2)*	**(e)ratou** *they (group)*	**(e)ra** *they (many)*			**vodo basi* ki Nadera.** *ride the bus to Nadera.* **sota* mai na vale ni lotu.** *meet at the church.* **vakasigalevu.** *eat lunch.* **taubale* ki na makete.** *walk to the market.*		

Q: Ko via vakasigalevu?
Do you want to eat lunch?
A: Io, au via vakasigalevu.
Yes, I want to eat lunch.
A: Sega, au sega ni via vakasigalevu.
No, I do not want to eat lunch.

Q: A cava rau via sota kina mai na vale ni lotu?
Why do they want to meet at the church?
A: Baleta ni rau via vosa vei Aisake.
Because they want to speak to Isaac.
A: Baleta ni rau via sotavi kedaru.
Because they want to meet us. (2)(inclusive)

**When asking "why", the word "kina" follows the verb phrase. The asterisks in the prhases above indicate where "kina" should be inserted when asking "why", if the word does not fall at the end of the sentence.*

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Planning

Scenario

While conducting a daily planning session in preparation for the next day, you and your companion are discussing what activities you want to do, people you want to visit, doctrines you want to teach, etc.

1. Practice: Have the missionaries work together with their companions and discuss what activities they might want to do the next day. Invite them to ask each other why they want to do the things they suggest. Using the grammar principles and vocabulary from this lesson and also any others from previous lessons, have the missionaries conduct their planning session.

2. Re-practice: Have the missionaries work with someone besides their companion and re-practice the previous activity.

Additional Scenario(s)

You are working with an investigator named Rupeni. In order to help him come unto Christ, you must discover what it is that he wants in his life right now. You have shared the doctrine that God helps men according to their desires, and want to help him identify the greatest desires he has. In Part I, have one missionary take the role of Rupeni, and then switch the roles in Part II.

Vinakata

Io,
Yes,
Sega,
No,
A cava...kina?
Why…
Ni
Because

Keitou	**vinakata**	**na veivukei ni Kalou.**
We	*want*	*the help of God.*

au *I*	**keirau** *we (2) (exclusive)*	**keitou** *we (group) (exclusive)*	**keimami** *we (many) (exclusive)*
	daru *we (2) (inclusive)*	**tou** *we (group) (inclusive)*	**(e)da** *we (many) (inclusive)*
ko/o *you*	**drau** *you (2)*	**dou** *you (group)*	**(o)ni** *you (many)*
e *he/she/it*	**rau** *they (2)*	**(e)ratou** *they (group)*	**(e)ra** *they (many)*

vinakata *want* **(kina)** *why?*

modrau sikovi keitou tiko ga.
for you (2) to continue to visit us (group)(exclusive).

me saumi au na Turaga.
for the Lord to answer me.

mo papitaisotaki au.
for you to baptize me.

na veivakaukauwataki ni Yalo Tabu.
the strengthening of the Spirit.

e dua na matavuvale tawamudu.
an eternal family.

modou kila na dina ni kosipeli.
for you (group) to know the truth of the gospel.

modrau masulaki keirau.
for you (2) to pray for us.

?
(Raise voice then drop on last syllable of the sentence.)

Q: O ni vinakata e dua na matavuvale tawamudu?
Do you want an eternal family?
A: Io, au vinakata e dua na matavuvale tawamudu.
Yes, I want an eternal family.
A: Sega, au sega ni vinakata e dua na matavuvale tawamudu.
No, I do not want an eternal family.

Q: A cava dou vinakata?
What do you want?
A: Keitou vinakata modrau masulaki keitou.
We want for you (2) to pray for us. (group)(exclusive)
A: Keitou vinakata modrau papitaisotaki keitou.
We want for you (2) to baptize us. (group)(exclusive)

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Establishing Expectations

Scenario

The Gonevakarua family was referred to you by Brother Tamanivalu, the elder's quorum president in your ward. They are very friendly and inviting, yet it seems unclear what their expectations are regarding your visit. You want to make your purpose as a missionary very clear to them and you also want to begin to understand what needs they have as a family and what they hoped they would get out of inviting you to their home.

1. Practice: In pairs, with one missionary taking the role of Brother Gonevakarua and the other the missionary, have the missionaries practice explaining his/her purpose as a missionary (what they want for the family), and asking about what Brother Gonevakarua wants for his family. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice identifying needs and explaining their role in helping the Gonevakarua family meet their needs.

2. Re-practice: Have the missionaries switch roles, rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are reporting on your visit to the Gonevakarua family to Brother Tamanivalu, who gave you the referral. He is interested to hear what you have learned about them and also knows other spiritual needs that the family has. The family wants to join a church that is based on true doctrine instead of traditions. Report what you have learned, listen to Brother Tamanivalu's information, and discuss how you might be able to help in those areas.

Sai Koya

Io,
Yes,
Sega,
No,
A cava…kina
Why…
Na cava
What?
…vakacava…
how?
Na cava na ibalebale ni
What is the meaning of?

Na papitaiso *Baptism*	**sai koya** *is*	**e dua na cakacaka tabu vakalotu.** *an ordinance.*
Na veivutuni *Repentence* **Na Yalo Tabu** *The Holy Ghost* **Na isolisoli ni Yalo Tabu** *The gift of the Holy Ghost* **Na Veisorovaki** *The Atonement* **Na vakabauta** *Faith*	**sai koya** *is*	**na sala meda vosoti kina.** *the way for us to be forgiven.* **na noda biuta tani na ka ca ka taura na ka vinaka.** *our putting away bad things and taking good things.* **na ka meda cakava ke da via lesu tale vua na Kalou.** *the thing (what) we should do if we want to return to God.* **e dua vei iratou na le tolu vakalou.** *one of them the three Gods (a member of the God-head).* **na isolisoli ni Kalou vei ira era sa papitaiso.** *the gift of God to those who are baptized.* **na nona mate e na vukuda o Jisu.** *His (Jesus') death on our behalf.* **na imatai ni kabakaba ni kosipeli.** *the first step in the gospel.* **na noda nuitaka na veika e sega ni rairai.** *our hoping for things not visible.* **e dua na veiyalayalati vata kei na Kalou.** *a covenant together with God.*

?

(Raise voice then drop on last syllable of the sentence.)

Q: Na cava na ibalebale ni papitaiso?
What is the meaning of baptism?
A: Na papitaiso sai koya e dua na cakacaka tabu vakalotu.
Baptism is an ordinance
A: Na papitaiso sai koya e dua na veiyalayalati kei na Kalou.
Baptism is a covenant with God.

Q: Na cava mada na vakabauta?
What (please) is faith?
A: Na vakabauta sai koya na noda nuitaka na veika e sega ni rairai.
Faith is our hoping for things not visible.
A: Na vakabauta sai koya na imatai ni kabakaba ni kosipeli.
Faith is the first step of the gospel.

"Sai koya" is not to be used as a "to be" verb, but only when giving definitions, or when comparing two things that are equal or synonymous

Function: Asking about and describing objects, people, and their characteristics
Context: Teaching about the Doctrine of Christ

Scenario

Semiti is the uncle of one of your recent converts and lives with him in his home. He was present for all of the lessons you taught to your recent convert, and even participated, but never agreed to keep any commitments. One day, after the baptism of his nephew, Semiti asks you why the Church stresses repentance, baptism, and the gift of the Holy Ghost when the Bible says “whosoever shall call upon the name of the Lord shall be saved” (Romans 10:13). In short, Semiti believes that one’s faith in Christ is the only thing necessary for salvation. You and your companion must help Semiti see the importance of all the principles and ordinances of the gospel as explained in lesson 3.

1. Practice: In pairs, with one missionary taking the role of Semiti and the other the missionary, have the missionaries practice teaching and testifying of the importance of faith, as well as the other principles and ordinances of the gospel. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice teaching the doctrine, promising blessings, and inviting Semiti to follow the gospel.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Brother Qaqanilawa has kept all his commitments, and enjoys attending church. However, when you invited him to be baptized he said that because he was baptized once as a little child in the Methodist church, he does not see a need to be baptized again in the LDS church. Explain to Brother Qaqanilawa the true doctrine of Christ as taught in 3 Nephi 11 and help him understand the doctrines that he needs to know in order to receive baptism.

Kua Ni

E	**tukuna**	**na Kalou**	**me da**	**kua ni**	**ivalavala ca.**	
Present	*tell*	*God*	*for us to*	*not*	*commit sin.*	**?**
Io, *Yes,* **Sega,** *No,*	**A** *Past* **Na** *Future*	**kaya** *say* **vakarota** *command*	**o Jisu** *Jesus* **na Vosa ni Vuku** *the Word of Wisdom* **na Lawa ni Tiko Savasava** *the Law of Chastity.* **na Vunau e Tini** *the Ten Commandments*	**me da** *for us to*	**kua ni** *not*	**kakase.** *gossip.* **kana tavako.** *smoke.* **gunu ti.** *drink tea.* **sara yaloyalo vakasisila.** *watch bad movies (pornography).* **butako.** *steal.* **lasu.** *lie.* **veibutakoci.** *commit adultery.*	*(Raise voice then drop on last syllable of the sentence.)*

Ni
Because

Q: E tukuna o Jisu me da kua ni lasu?
Does Jesus tell us to not lie?
A: Io, e tukuna o Jisu me da kua ni lasu.
Yes, Jesus tells us to not lie.
A: Sega, e sega ni tukuna o Jisu me da kua ni lasu.
No, Jesus doesn't tell us to not lie.

Q: Sa vakarota na Vosa ni Vuku me da kua ni gunu bia?
Does the Word of Wisdom command us not to drink beer?
A: Io, e vakarota na Vosa ni Vuku me da kua ni gunu bia.
Yes, the Word of Wisdom commands us to not drink beer.
A: E kaya na Vosa ni Vuku me da kua ni gunu ti talega.
The Word of Wisdom also says for us to not drink tea.

Normally, "sega ni" is used to translate the word "not." However, when "not" would follow any of the forms of "me" pronouns, (e.g. "me da"), "kua ni" is used instead.

Function: Asking about and describing actions and events
Context: Teaching about the Commandments

Scenario

Peni is progressing well and trying his best to keep the commitments you give him. You are aware that he has a problem with smoking. Help Peni understand the Word of Wisdom by explaining what it advocates and what it forbids.

1. Practice: In pairs, with one missionary taking the role of Peni and the other the missionary, have the missionaries practice explaining the Word of Wisdom to Peni. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice explaining what we should avoid eating and drinking. Have missionaries share their testimonies about how the Word of Wisdom can bless our lives. Consider sharing a scripture that teaches the blessings of the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Ratu Cokabau is a turaga ni koro (chief of a village) in Naselai. He has learned of the truth of the gospel and wants to be baptized. but you're aware that he and his wife have never been legally married. Help Ratu Cakobau understand the importance of following the Law of Chastity by explaining to him what it means. Consider sharing a scripture that will help Ratu understand why he and his wife should be legally married.

In Fijian, there are two different words used to translate the English directional word “to.” The first word, *ki*, is used when the action or motion is being done towards a place or a thing, as in the following sentence:

*I am going **to** the store*.

Since “the store” is a place, the Fijian translation of this sentence would use the word *ki* to translate “to.”

The second Fijian word, *vei*, is used when the action or motion is being directed toward a person, as in the following example:

*I spoke **to** Sister Lutumailagi*.

Since “Sister Lutumailagi” is a person, the Fijian translation of the sentence would use the word *vei* to translate “to.”

Give the missionaries practice deciding, in English, whether *ki* or *vei* would be used if the following sentences were to be translated into Fijian.

I am going **to** the store.

She’s going to speak **to** me.

Did you go **to** Suva last week?

May I go **to** the restroom?

Did you talk **to** Bishop Naivaluvou on Sunday?

Aisake spoke **to** Elder Cokanauto.

God wants us **to** return to Him.

You are being transferred **to** the Nasivikoso area.

Vei

Io,
Yes,
Sega,
No,

Au	**na**	**wasea**	**vei**	**iko**	**na kosipeli.**	**?**
I	*future*	*share*	*to*	*you (1)*	*the gospel.*	

Ko	**a**	**yalataka**
You (1)	*past*	*promise*
Keirau	**sa**	**tukuna**
We (2, ex.)	*present*	*tell*
Era		**solia**
They (many)		*give*
		vakaraitaka
		show
		kerea
		ask

au *me*	**keirau** *us (2) (exclusive)*	**keitou** *us (group) (exclusive)*	**keimami** *us (many) (exclusive)*
	kedaru *us (2) (inclusive)*	**kedatou** *us (group) (inclusive)*	**keda** *we (many) (inclusive)*
iko *you*	**kemudrau** *you (2)*	**kemudou** *you (group)*	**kemuni** *you (many)*
koya *he/she*	**irau** *them (2)*	**iratou** *them (group)*	**ira** *them (many)*

na kosipeli.
the Gospel.
(Raise voice then drop on last syllable of the sentence.)

na dina.
the truth.

na iVola i Momani.
The Book of Mormon.

e so na ka mo cakava.
some things for you to do.

na veivukei.
help.

mo masulaka na lesoni.
for you to pray about the lesson.

Q: Ko sa tukuna oti vua?
Did you tell him/her already?
A: Io, au sa tukuna oti vua.
Yes, I told him/her already.
A: Sega, au se bera ni tukuna vua.
No, I have not yet told him/her.

Q: Erau a wasea vei iko na nodrau ivakadinadina?
Did those two share their testimonies to you?
A: Io, erau a wasea vei au na nodrau ivakadinadina.
Yes, they shared their testimonies to me.
A: Sega, erau a sega ni wasea vei au na nodrau ivakadinadina.
No, they did not hsare their testimonies to me.

When the word "vei" is followed by the word "koya," the two words are usually combined to form the word "vua."

Function: Asking about and describing actions and events
Context: Establishing Expectations

Scenario

You and your companion are meeting with Isikeli for the first time. In order make sure that Isikeli understands the reasons for your visiting him, you share some of the expectations you have and help him understand what to expect from your visits.

1. Practice: In pairs, with one missionary taking the role of Isikeli and the other the missionary, have the missionaries practice sharing their expectations for their visits with Isikeli. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice sharing what they expect with Isikeli and asking about expectations he may have in order to help the teaching process begin effectively.

2. Re-practice: Have the missionaries switch roles, rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

Mitieli is a very quiet young man. He is attentive during the lessons but has a hard time keeping commitments. In order to help Mitieli keep the commitments you give him, promise him blessings that will come as he keeps the commitments. Practice helping him understand your expectations for him as he continues to meet with you so that he understands the importance of the message that you share with him.

Tense Markers: a, sa, na

Io,
Yes,
Sega,
No
A cava…kina...?
Why…
Na cava...?
What?

Tou	**a**	**vulica**	**na**	**vakabauta.**	**?**
We	*past*	*learn*	*noun marker*	*faith.*	

Ni
You (respectful)
Ko
You (1)
Eda
We (all, incl.)
Keirau
We (2, excl.)

sa
present
na
future

wilika
read
veitalanoataka
talk about
wasea
share
vakavulica
teach
masulaka
pray about
nanuma
remember
vakasamataka
think about

wase mai na iVola i Momani.
chapter from The Book of Mormon.
italanoa kei Josefa Simici.
story of Joseph Smith.
vakalesui mai ni kosipeli.
Restoration of the Gospel.
ni ko masulaka na iVola i Momani.
when you prayed about The Book of Mormon.
veika ko a wilika.
things you read.
veika tou vulica na lesoni sa oti.
things we learned in the last lesson.

(Raise voice then drop on last syllable of the sentence.)

Q: Ni a wilika na wase mai na iVola i Momani?
Did you read the chapter from The Book of Mormon?
A: Io, au a wilika na wase mai na iVola i Momani.
Yes, I read the chapter from The Book of Mormon.
A: Sega, au a sega ni wilika na wase.
No, I did not read the chapter.

Q: Ko a masulaka na veika ko a wilika?
Did you pray about the things you read?
A: Io, au a masulaka na veika au a wilika.
Yes, I prayed about the things I read.
A: Sega, au a sega ni masulaka na veika au a wilika.
No, I didn't pray about the things I read.

Function: Asking about and describing actions and events
Context: Following Up on Commitments

Scenario

The Watikini family has been taking lessons from you for a couple of weeks. During your last lesson, you committed them to read and pray about The Book of Mormon. To begin your lesson with them today, follow up on the commitments you gave them last time. Focus on helping them understand the experience that they had while reading and praying about The Book of Mormon.

1. Practice: In pairs, with one missionary taking the role of Brother Watikini and the other the missionary, practice following up on the commitments you gave them to read and pray about The Book of Mormon. Using the vocabulary and phrases of this lesson and any other vocabulary they know, have the missionaries ask questions to help the Watikini's process their experience with The Book of Mormon.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

You have recently started teaching Seru, a man who took lessons from the missionaries several years ago. Seru tells you that he received a Book of Mormon from the missionaries who taught him before. In order to understand more about the experience he had with the previous missionaries, practice asking Seru questions about his experience with The Book of Mormon.

Directional Words

Au *I* | **na** *will* | **lako** *go* | **ki** *to* | **Vanua Levu.** *Vanua Levu.* | **?** *(Raise voice then drop on last syllable of the sentence.)*

au *I*	**keirau** *we (2) (exclusive)*	**keitou** *we (group) (exclusive)*	**keimami** *we (many) (exclusive)*
---------	**daru** *we (2) (inclusive)*	**tou** *we (group) (inclusive)*	**(e)da** *we (many) (inclusive)*
ko/o *you*	**drau** *you (2)*	**dou** *you (group)*	**(o)ni** *you (many)*
e *he/she/it*	**(e)rau** *they (2)*	**(e)ratou** *they (group)*	**(e)ra** *they (many)*

a *(past)*
sa *(present)*
na *(future)*

lako *go*
gade *take a trip*
lesu *return*
lotu *attend church*
vuli *go to school*
tiko *be situated*

ki (i) *to*
mai *from (at/in)*
eke *here*
ekeri *there (close to listener)*
ekea *there (far from both)*

Viti. *Fiji.*
Merika. *America.*
na vale ni lotu. *the church.*
Nadera. *Nadera.*
na koro. *the village.*
na koro ni vuli. *the school.*
taoni. *town (the city).*
na yanuyanu. *the island.*
na teitei. *the field (farm).*
na rara ni qito. *the field (for playing sports).*

lo, *Yes,*
Sega, *No,*
A cava…kina? *Why…?*
Na cava? *What?*
vakacava? *How?*
e vei? *where?*

Q: Drau na lotu mai Nadera?
Are you (2) going to church in Nadera?
A: lo, keirau na lotu mai Nadera.
Yes, we are going to go to church in Nadera.
A: Sega, keirau na gade ki na yanuyanu.
No, we are going to visit (vacation) to the island.

Q: Ko sa vuli ekeri?
Do you study there?
A: lo, au sa vuli eke.
Yes, I study here.
A: Sega, au sa vuli ekea.
No, I study there.

Function: Asking about and describing actions and events
Context: Planning

Scenario

Your investigator, Viliame, was not home when you went to see him. His relative told you that he was in the fields working. Write him a note telling him how you know his current location, and also inform him that when he returns, you will be gone to Labasa for a zone conference. Tell him that you hope that he will attend church in Somosomo this Sunday. Tell him that you will come to his house and visit him when you return from Labasa.

1. Practice: Have each individual missionary write a note to Viliame expressing the above information. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice writing questions and statements of time, date and location in order that they communicate clearly with Viliame.

2. Re-practice: Have the missionaries give their notes to another missionary in the district and have them read the notes.

Additional Scenario(s)

You and your companion have a zone conference in Suva and so you will not be able to make your usual appointments with Sister Druava this week. Inform Sister Druava of your trip and tell her that you will come to visit her when you return next week. Have one missionary take the role of Sister Druava and the other the missionary for the first practice. Then, switch roles and re-practice.

Quantitative and Qualitative Phrases

	E dua ga *There is only one*	**na**		**lotu** *Church*	**i Karisito.** *of Christ.*	
Io, *Yes,* **Sega,** *No,* **A cava...kina?** *Why…?*	**E vinaka** *Is good* **E (rui) levu** *There are (too) many* **Le tinikarua** *There are twelve* **E makawa** *Is old (ancient)* **E lailai** *Is small (few)* **E savasava** *Is clean (pure)* **E sivia** *Exceedingly many*	**na** *(noun marker)*	**mataqali** *types of* **dui** *different (individual)*	**papitaiso** *baptism* **apositolo** *apostle(s)* **tisaipeli** *disciple(s)* **ivakavuvuli** *teaching(s)* **ivakarautaki ni lotu** *church organization(s)* **ivakadewa** *translation(s)* **vakasama** *thought(s)*	**dina.** *true.* **lasulasu.** *false.* **vakatamata.** *of men.* **vaKalou.** *of God (Godly).* **i Jisu.** *of Jesus.*	**?** *(Raise voice then drop on last syllable of the sentence.)*
E vica? *How many?* **vakacava?** *What kind? (type)?*						

Q: Le vica na tisaipeli i Jisu?
How many disciples were there of Jesus?
A: Le levu na tisaipeli i Jisu.
There were many disciples of Jesus.
A: Le levu na tisaipeli, ia le tinikarua ga na apositolo.
There were many disciples, but only 12 apostles.

Q: E dua ga na lotu?
Is there only one church?
A: Io, e dua ga na lotu i Karisito.
Yes, there is only one church of Christ.
A: E levu na lotu, ia e dua ga na lotu dina.
There are many churches, but only one true church.

When talking about a number of people (the twelve apostles), the subject pronoun e changes to le (le is short for lewe, meaning people). Therefore, ten commandments would be e tini na vunau, and ten disciples would be le tini na tisaipeli

Function: Asking and answering questions of quality, quantity, number and sequence
Context: Teaching about the Great Apostasy

Scenario

Jo is a talatala (preacher) from another church, but he is glad to have you share your message with him. When you ask him if he would accept baptism by proper authority, he replies that he likes your message and that as long as we pray to the same God, we will be saved, regardless of which church we belong to or how we are baptized.

1. Practice: In pairs, with one missionary taking the role of Talatala Jo and the other the missionary, have the missionaries practice explaining the Earthly ministry of the Savior, the establishment of His church and doctrines, and the great apostasy. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice teaching for understanding, and inviting Talatala Jo to learn more about these truths.

2. Re-practice: Have the missionaries switch roles, rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

The bishop from the ward in which you are assigned has asked you to prepare and present a short talk on the apostasy in sacrament meeting because there are so many new members in the ward who would benefit from hearing these truths again. Work with your companion to prepare an outline for your talk and then present it to another companionship.

Mani

Io,
Yes,
Sega,
No,
A cava…kina
Why…
Na cava
What?

E talairawarawa o Nifai *Nephi was obedient*	**ka mani** *and so*	**vukei koya na Turaga.** *the Lord helped him.*	**?** *(Raise voice then drop on last syllable of the sentence.)*
E vakalougatataki ira na Turaga *The Lord blessed them*	**ka ra mani** *and so they*	**vakacaucautaki koya.** *praised Him.*	
E temaki koya o Setani *Satan tempted him*	**ka rau mani** *and so they*	**ivalavala ca o koya.** *he sinned.*	
E kacivi iratou o Jisu *Jesus called them*	**ka mani** *and so he*	**cakacaka e na yacana.** *worked in His name.*	
E talai Mosese ki Ijipita na Kalou *God sent Moses to Egypt*	**ka ratou mani** *and so they*	**lako yani o koya.** *he went.*	
Era sa papitaiso kece *They were all baptized*		**veiyalayalati kei na Kalou.** *covenanted with God.*	
Era sa vutuniyau na Nifai *They were rich (the Nephites)*		**viavialevu.** *were proud.*	
Erau kania na vuanikau tabu o Atama kei Ivi *They ate the forbidden fruit (Adam and Eve)*		**cemuri mai na were ko Iteni.** *chased out of the Garden of Eden.*	

Q: A cava yaco ni rau talaidredre o Atama kei Ivi?
What happened when Adam and Eve disobeyed?
A: Erau mani cemuri mai na Were ko Iteni.
They were (as a result) chased from the Garden of Eden.
A: Erau mani mate rawa.
They (as a result) could die.

Q: A cava cakava o Nifai ni vosa vei koya na Kalou?
What did Nephi do when the Lord spoke to him?
A: E mani talairawarawa vua o Nifai.
Nephi obeyed Him (as a result).
A: E mani vakarorogo vua o Nifai.
Nephi listened to Him (as a result).

Subject pronouns that begin with e are shortened when following the word ka. For example, ka + e would become just ka, and ka + era would become ka ra.

Scenario

Maciu is a young man that you and your companion have been teaching and inviting to receive the gospel. He admits to you that he is sometimes embarrassed to do what he knows is right (attend church, stay away from temptation) because his friends will tease him. You and your companion feel prompted to share a story from the Book of Mormon about Nephi to inspire obedience in your friend Maciu.

1. Practice: In pairs, with one missionary taking the role of Maciu and the other the missionary, have the missionaries practice sharing, explaining, and applying stories of Nephi's obedience that they have selected from the scriptures. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice teaching the doctrine, promising blessings, and inviting Maciu to obey the commandments of God and receive His blessings.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

In your weekly meeting with your ward mission leader, you and your companion report on the Ratumaitavuki family. Explain to Brother Tapele, the ward mission leader, that because one of the children of the family died at a young age, you have been sharing about eternal families. Report that the Ratumaitavuki family has been asking a lot of questions about the temple and the sealing power because of what you have been sharing about eternal families. One companion take the role of Brother Tapele during the first practice and then switch roles halfway through. Use the grammar learned in this lesson to report on the Ratumaitavuki family's progress.

Koya Gona

Io,
Yes,
Sega,
No,
A cava…kina?
Why…?
Na cava?
What?

E ca ki na yagoda na tavako.
Tobacco is bad for our bodies.

E via vukei keda na Kalou.
God wants to help us.
E via lako ki na vale tabu o Apimeleki.
Apimeleki wants to go to the temple.
E biuta na kofi o Sista Qoroya.
Sister Qoroya put down (quit) coffee.
E vesuki keda na drugs.
Drugs tie (addict) us.
E vakaroti keda na Kalou meda kua ni gunu ti.
God commands us not to drink tea.
E dredre na biuta na tavako.
It's difficult to quit tabacco.
E via muria na ivakavuvuli ni lotu o Jone.
John wants to follow the teachings of the church.
E kaya e dua na apositolo ni tabu na yaqona.
An apostle said that kava is forbidden.

Koya gona **e vakatabuya na Kalou.**
That's why *God forbids it.*

Koya gona **eda dau muria na nona vunau.**
That's why *we always follow His commandments.*
e biuta na yaqona o koya.
he quit kava.
sa bulabula tale o koya.
she's healthy again.
e bibi meda bese ni kania.
it's important for us to refuse to eat (use) them.
eda sega ni gunuva.
we don't drink it.
keirau via vukei kemuni kina.
we want to help you.
e biuta na yaqona o koya.
he quit kava.
keirau sega ni gunuva kina.
we don't drink it.

Q: E via lako ki na vale tabu o Apimeleki?
Does Apimeleki want to go to the temple?
A: Io, koya gona e biuta na yaqona o koya.
Yes, that's why he quit kava.
A: Io, koya gona e muria na Vosa ni Vuku o koya.
Yes, that's why he follows the Word of Wisdom.

Q: E ca vei keda na gunu yaqona?
Is drinking kava bad for us?
A: Io, koya gona e vakatabuya na Kalou.
Yes, that's why God forbids it.
A: Io, koya gona e kaya na apositolo ni tabu tiko.
Yes, that's why an apostle said it is forbidden.

Function: Asking and answering questions of cause and effect
Context: Teaching about the Word of Wisdom

Scenario

Tomasi was baptized a year ago, but has only been partly active in his church attendance. He tells you that he is ashamed to come to church because some of the members know that he struggles to obey the Word of Wisdom. Most of the guilt that he feels for smoking and drinking yaqona comes from social pressures at church, and he admits that he does not fully understand why our Heavenly Father cares so much about the things that we put into our bodies.

1. Practice: In pairs, with one missionary taking the role of Tomasi and the other the missionary, have the missionaries practice teaching and testifying of the Word of Wisdom. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice teaching the doctrine, promising blessings, and inviting Tomasi to live the Word of Wisdom.

2. Re-practice: Switch roles, then rotate practice companions and repeat the practice activity.

Additional Scenario(s)

Brother Balevatu, the elder's quorum president in the ward where you serve, has asked you and your companion to each prepare a five minute talk on the word of wisdom to be presented on Sunday in front of the elder's quorum as part of a lesson. Prepare a talk using the grammar and vocabulary learned in this lesson and then present it to the rest of the district for practice.

Give the missionaries practice deciding, in English, when to use the conjunction *ka* and when to use the conjunction *kei*. *Ka* is used between verb phrases (*I've read and prayed about the Book of Mormon*). *Kei* is used to link phrases or any two nouns (*We face good and bad* or *we know the gospel and the blessings that come from it).* Teachers, have the missionaries write the correct conjunction (ka or kei) under the sentences and questions below.

- I follow the Word of Wisdom and I'm blessed.
- Good and evil are opposites.
- We are to be baptized and confirmed.
- We preach the gospel and administer its ordinances.
- Repentance and baptism are essential to salvation.
- The Book of Mormon and the Bible are similar.
- He prayed and his prayer was answered.
- Will you read and pray about these things?
- God speaks through ancient and modern prophets.
- Joseph had a question and sought an answer.
- God wants us to grow and learn.
- Heavenly Father and Jesus Christ are two different Beings.
- God requires us to repent and be baptized.
- I've studied the gospel and I'm willing to live it.
- The Restoration and the Book of Mormon go together.
- Will you pay tithes and offerings?
- He went to church and took the sacrament.
- He changed his life and was baptized.
- He speaks Fijian and Rotuman.
- I'd like some tavioka and some dalo.
- I'm thankful for the Lord and His hand in my life.
- Will you accept and do this commitment?
- He served as a bishop and a stake president.
- He conducted and she prayed.
- Nephi obeyed and was blessed.
- He asked for a blessing and for our prayers.

Qai

Io,
Yes,
Sega,
No,
...e vei?
...where?

Ni da mate, *After we die,*	**eda na** *we will*	**qai** *then*	**lako ki na vuravura ni yalo.** *go to the world of spirits.*	**?**
Ni lewai keda o Jisu, *When (He) judges us Jesus,* **Ni da tucake tale mai na mate,** *When we stand again from death,* **Ni ko papitaiso,** *When you are baptized,* **Ni da mate,** *When we die,*	**eda na** *we will* **e na** *(He) will* **ko na** *you will* **rau na** *they will* **na yagoda** *our bodies*	**qai** *then*	**rawata na bula tawamudu.** *achieve eternal life.* **lewai keda o Jisu.** *judge us (Jesus).* **rawa ni curuma na matanitu.** *be able to enter in the Kingdom.* **tawase na yagoda kei na yaloda.** *separate our bodies and our spirits.* **bulu e na qele.** *buried in the ground.* **ciqoma na yago ka sega ni mate rawa.** *receive a body that cannot die.* **bula vata kei na Kalou.** *live together with God.*	*(Raise voice then drop on last syllable of the sentence.)*

Q: Eda na lako e vei ni da mate?
Where will we go after we die?
A: Eda na qai lako ki na vuravura ni yalo.
We will then go to the Spirit World.
A: Na yaloda na qai lako ki na vuravura ni yalo.
Our spirits will then go to the Spirit World.

Q: Na cava na yaco ni da tucake oti tale mai na mate?
What will happen after we are resurrected?
A: Eda na qai rawata na bula tawamudu.
We will then achieve eternal life.
A: Eda na qai bula vata kei na Kalou.
We will then live together with God.

Post verbal particles have a specific order when two or more are used: cake (up), sobu (down), tani (away), oti (already), dina (really), kece (all), sara (very), tale (again), tiko (continuous tense), beka (maybe, might), mada (please), ga (only, just), mai (here, towards me), yani (there, towards you), kina (there, in it, on it), with it etc).

Function: Asking about and expressing desire, need, preference, ability, intention or purpose
Context: Teaching about the Plan of Salvation

Scenario

The Koroi family is progressing well, and you and your companion have gone to their home to teach them about the plan of salvation. However, Brother Koroi has work soon, and so he asks if you could share a short message with his family. You and your companion decide to present a simple overview of the plan of happiness and its various stages. In a few minutes, give a brief overview and ask what questions the family has so that you can prepare to answer them during your next lesson.

1. Practice: In pairs, with one missionary taking the role of Brother Koroi and the other the missionary, have the missionaries practice explaining plan of salvation simply and discovering any questions that the Koroi family has. Using the grammar principle and vocabulary of this lesson and any other vocabulary they may know, have the missionaries practice explaining the doctrines and truths of the Plan of Salvation, and discover any questions that they Koroi family has.

2. Re-practice: Have the missionaries switch roles, rotate practice companions and repeat the activity a second time. Move around among them and give needed help and encouragement.

Additional Scenario(s)

You are teaching Brother Nakaka about prayer. He has been attending church and keeping other commitments, but he has not yet prayed, either by himself or with his family. He tells you that he does not know how to pray because he is accustomed to hearing long, repetitious prayers in his former church. You share with him the Savior's commands concerning prayer and tell him that prayer is a personal communication with Heavenly Father rather than a social ceremony. To help him understand, share an experience from your own life when a personal, sincere prayer blessed you. Use the grammar learned in this lesson to tell your story.

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